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ABSTRACT

The booklet presents a compilation of informal checklists and inventories to help in assessing the developmental skills of visually handicapped students from birth through senior high school. Part 1, "Informal Assessment of School Age Visually Handicapped Students," covers the following areas: visual functioning; unique academic needs (such as tactile perception, braille, and typing skills); orientation and mobility (including gross motor assessment, spatial reasoning, and body image screening); vocational skills; and a behavior rating scale. Among the areas covered in Part 2, "Informal Assessment of Developmental Skills for Younger Functioning Visually Handicapped and Multihandicapped Children," are self help (including feeding, dressing, grooming, and toileting); psychomotor; social-emotional; language (including tactile communication, gesturing, fingerspelling, pictorial communication, written communication, imitation, and spontaneous nonverbal); and cognition and the sensorimotor period (including object permanence, causality, and development of Piagetian schemas). (Author/DLS)

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AFB PRACTICE REPORT

INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS FOR VISUALLY HANDICAPPED STUDENTS

Edited by

Rose-Marie Swallow, Ed.D.
Sally Mangold, Ph.D.
Philip Mangold, M.A.

A compilation of informal assessment checklists or inventories developed by teachers of the visually handicapped to serve as a guide for those responsible for the assessment of visually handicapped children.

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SCHOOL OF EDUCATION

September 1, 1978

Dear Teachers of the Visually Handicapped:

With the advent of P.L. 94-142 came a new challenge for which we may not be completely prepared. Teachers of the visually handicapped are being asked to specify their annual goals and instructional objectives for each V.H. child enrolled in the school program. These goals and objectives are to be based upon the assessed needs of the students. Because of numerous requests from the field, this booklet was prepared with one purpose in mind -- to help teachers more easily define the educational goals based upon the unique needs of the students. It is the editors' contention that if a child requires the services of a V.H. teacher, then that teacher is to plan for those student needs which are not met in the regular classroom or those which are not the designated responsibility of the regular teacher or other school personnel. One of our primary responsibilities as teachers is to be involved at all levels of educational assessment, program planning, review and evaluation insuring adequate services and comprehensive programs for each visually handicapped student.

This booklet will aid teachers in determining some of the special needs of their students, since it is basically a compilation of informal assessment checklists or inventories developed by V.H. teachers in the field. Some of the informal instruments are sequential in nature, thus generating programming objectives; i.e., the Mangold Developmental Program of Tactile Perception and Braille Letter Recognition, the Listening to Learn Program, or Assessment of Script Writing for Low Vision Students, etc. Others are more functional in nature, i.e., visual functioning, orientation and mobility concepts, braille writing, etc. And still others are a combination of both, i.e., slate and stylus, script writing for the blind, assessment of typing skills, etc. Few are the result of any statistical analysis, although they have been subjected to some field review this year in California. Each, when and if used selectively, will yield useful information about educational skills or characteristics of learning. All are practical in their approach and simple to administer. They do rely upon teacher observation and judgment coupled with the teacher's skills and knowledge of the subject.

The scope of the informal instruments is from birth through senior high school with more emphasis upon basic skills peculiar to the V.H. student's unique needs. The booklet is divided into two sections: 1) informal assessment of school age visually handicapped students and 2) informal assessment of developmental skills for younger functioning visually handicapped and multihandicapped children. The intent is that the teacher be selective and use only those parts or sections which may yield educationally relevant information for program planning.

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The student's educational objectives must be matched to his specific learning skills and abilities to insure teaching effectiveness. For this reason adequate functional assessment is the basis of the educational process. Unless we have the information of what the child knows, what are his specific skills and abilities, what is his learning style and what curricular modifications or teaching strategies are beneficial; then we cannot plan effective instructional programs.

Obviously, this booklet is not comprehensive. There are many other informal assessment checklists or inventories of which I am not aware that have been developed by hard working, dedicated V.H. teachers. If you have developed such an inventory or checklist which has been useful and practical in your setting, send a copy of it onto me. (Also, include permission for editorial change, along with permission for publication. Your name will always be identified with the instrument.) In this manner perhaps I can act as a facilitator and together we can better share the fruits of our labor with the field at large. Also, please do not hesitate in writing down your comments, reactions, suggestions, additions, deletions or corrections to anything which is contained within this booklet. Remember to send your comments and/or contributions onto me at California State University, Los Angeles, Department of Special Education, 5151 State University Drive, Los Angeles, California, 90032.

It is Sally's, Phil's and my intent that you duplicate any part of this booklet for educational use with visually handicapped children. Although this is copyrighted, permission is granted to credentialled or certified teachers of the visually handicapped to duplicate any informal instrument within this for use with visually handicapped children. Reproduction of any part for commercial use, however, is not permitted without the written consent of the editors or the consent of the American Foundation for the Blind, Inc.

Hoping to hear from you and, please, do respond.

Sincerely,

Rose-Marie Swallow

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INTRODUCTION

On November 29, 1975, the Congress of the United States enacted the EDUCATION FOR ALL HANDICAPPED CHILDREN ACT, Public Law 94-142, which must be fully implemented by September 1, 1978. The intent of the legislation is to provide a free and appropriate public education for every handicapped student. P.L. 94-142 represents a milestone in special education. Not only will it lead to reorganization of many existing programs, but will also bring about an expansion of educational possibilities to meet the total service needs of visually handicapped students.

One of the most powerful and hopefully beneficial aspects of P.L. 94-142 is that it requires the development of an individualized education program (hereafter referred to as IEP) for every handicapped student and that each IEP is the result of an educational team's effort and represents the combined viewpoints and expectations of the special teacher, appropriate school personnel, parents, and when possible, the student himself. Each IEP must periodically be reviewed and evaluated. Thus, it becomes imperative that student progress be stated in terms of measurable performance.

The components of an IEP are:

. . . an indication of present levels of functional performance;
. . . a statement of annual long term educational goals;
. . . a statement reflecting short term instructional objectives;
. . . an outline of specific special educational and supportive services provided for each student;
. . . a statement relevant to the initiation and duration of special services;
. . . justification for the educational model in which the student is enrolled;
. . . a list of those individuals who are responsible for the implementation of the IEP; and
. . . objective criteria, evaluation procedures, and schedules for determination, at least on an annual basis, whether the short term instructional objectives are being achieved.

This booklet is intended to serve as a guide for those responsible for the assessment of visually handicapped students. The informal checklists assess educational needs which are unique to the visually handicapped learner. It is hoped that the informal instruments, the checklists, and inventories will be useful in preparing appropriate individualized education programs for visually handicapped students.

IEP and the Education of the Visually Impaired

For low vision students the specialized curricular areas which might be the primary focus of an IEP may include, but are not limited to, documentation of instructional activities in such areas as vision stimulation, sight utilization, auditory training and listening skills development, concept development, orientation and mobility, typing, activities of daily living, and career education. For the braille student emphasis could be in such areas as braille reading, writing, mathematics, electronic print reading, tactual discrimination, auditory training and listening skills development, concept development, orientation and mobility, activities of daily living, typing, electronic teaching aids, career education, and for those with residual vision, low vision stimulation. The development of an IEP for a visually handicapped student will require the educational team to consider the need for instruction in all relevant areas.

Determining Present Educational Levels of Performance

The evaluation of present levels of educational performance is a necessary first step in educational planning for handicapped students. Establishing appropriate annual goals for a student depends upon how the student functions and what growth can resonably be expected during the year. Determining the present functional level of educational performance involves collecting, surveying, and using all available information about the child. Pertinent information should include historical data as well as educational data obtained through current formal and informal assessment procedures.

Five areas of concern for educational assessment and planning are academic achievements, self-help skills, social adaptation, psychomotor skills and prevocational and vocational skills. These areas have been specified. Other functioning levels, such as language and cognitive development, certainly need to be included for specific students.

1. Academic Achievement	Reading: braille, large print Writing Mathematics Listening skills
2. Self-Help	Self-help skills Activities of daily living
3. Social Adaptation	Psychosocial development
4. Psychomotor Skills	Visual stimulation Auditory training Adaptive P.E. Typing
5. Prevocational & Vocational	Career education Orientation & mobility
6. Others	Study skills Electronic aids Concept development Language development Etc.

Standardized formal assessment instruments are commercially available and require uniform procedures in administration and scoring. These tests are norm-referenced, giving program planners a means for comparing a child's performance to a specific population sample. The resultant score is often expressed as a grade or age equivalent. Bear in mind that most standardized instruments do not have visually handicapped students included in their norming population.

Informal assessment implies that a child's skills will be assessed in terms of what he can or cannot do, rather than in terms of his standing relative to some norm, as in formal assessment. These tests are usually administered individually.

The program planner's task in estimating present educational levels of performance is to determine what specific skills and levels of knowledge the student has or has not mastered. The evaluation method and approach should be practical and behaviorally oriented. Information summarized in the IEP is to be specific enough to allow for the projection of annual goals in each instructional area.

Non-discriminatory testing procedures must be followed when assessing or evaluating the student's functional level. These include:

. . . Materials used for testing and evaluation must be appropriate for the child being assessed.
. . . Tests must be administered in a way that is not racially or culturally discriminatory.
. . . No standardized assessment procedure can be the sole criterion for determination of an educational program. Procedures must be tailored to meet the unique needs of each child.
. . . Procedures must be established to insure that parents examine and understand all records pertaining to the identification, evaluation, and educational placement of their child.
. . . If parents do not feel that a fair assessment has been made, they are entitled to obtain an independent educational evaluation of their child.

Annual Goals

Annual goals are written statements of the learning changes expected to result from the child's educational program. Annual goals are the targets toward which the child's learning program is directed. Since these are to reflect the growth which is to take place over the course of an academic year, annual goals should be general in scope. Yet, they must be precise enough to focus the child's program on specific instructional areas.

Using the information on present educational levels, educational program planners must determine the long-term goal(s) for the child in specified instructional areas. To do this, planners may use curricular sequences, developmental theory, and educated and reasonable logic, but they should approach the question systematically. Each goal should be easily broken down through the process of task analysis in order to identify those subskills which form a hierarchy of skills to be mastered in order to achieve the long-term goal.

Short-Term Instructional Objectives

Short-term instructional objectives are derived from the statement of annual goals in each instructional area. They represent smaller, more manageable learning tasks that a child must master on his way to achieving the more general and complex annual goal.

The most frequently used sources for short-term instructional objectives are:

1. published sequence of objectives accompanying specific curricula;
2. published collections of objectives developed for general use in one or several instructional areas; and or,
3. teacher-written instructional objectives.

The published sequences of objectives which accompany a commercially or locally developed curriculum are sometimes referred to as "curriculum imbedded" or "curriculum bound." Commercially available curricula are often packaged with assessment instruments for determining entry into the curriculum sequence and with criteria measures for assessing progress on the objectives contained within the program.

Published collections of objectives are available for most instructional areas. While they vary in their content, emphasis, comprehensiveness, and provision for measurable criteria, they all serve the same general function. They provide objectives in specific content areas which may be applied to a published or teacher-developed curriculum.

Teacher-written objectives allow the teacher to tailor the objectives to meet the specific educational needs of the students. A well-written objective includes the observable behavior, the conditions under which the behavior will occur, and the criterion for acceptable performance. The nature of the instructional setting, the demonstrated needs of a particular student, and the unique teaching style of the particular teacher will determine the instructional objectives deemed appropriate for a given student.

Student Program Evaluation

The IEP is to provide for appropriate objective criteria, evaluation procedures and stated schedules to determine whether the short-term instructional objectives are being achieved. It specifies that this determination is to be made on at least an annual basis.

Observable, objective criteria are required to determine whether the child has mastered the short-term instructional objectives. Criteria can be expressed in a number of ways, including the frequency, percentage, or consistency of behavior specified by the instructional objectives. For example, the criterion for successful mastery of an objective may be 80% success for three consecutive instructional periods. With some objectives in certain curricular areas, the statement of criteria may represent little more than a single demonstration of performance.

For purposes of illustration, the following general approaches to evaluation are discussed: (1) the criterion-referenced measurement approach, (2) the milestone evaluation approach, and (3) the year-end evaluation approach.

Criterion-referenced measurement approach (CRM): based on a structured system of evaluating each instructional objective both before and after instruction. It involves the same technology as that used in criterion-referenced assessment to determine present educational levels. The pretest assures the teacher that the student does need instruction on the objective. This information avoids spending time teaching already mastered skills. The post test on the objective assures the teacher that the content has been learned and thus avoid the possibility of progressing to new, often more complex skills, too soon. The cycle of test-teach-test associated with this approach is continued indefinitely throughout the term of instruction.

Criterion-referenced measurement approach may be represented under many names, e.g., mastery learning, diagnostic-prescriptive teaching, precision teaching, individually prescribed instruction, etc. Although it appears in many varieties and forms, it is always dependent on the systematic use of objective-referenced measures, or tests to assess mastery of instructional objectives on specified criteria.

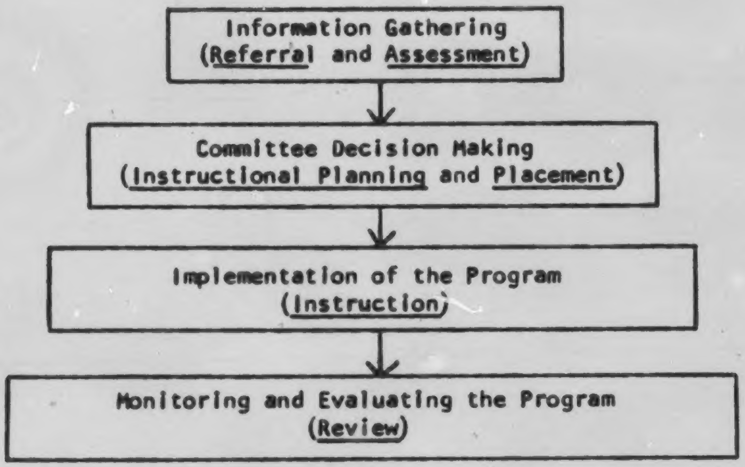
Milestone Evaluation Approach: Evaluation of the mastery of instructional objectives can occur at regularly established review periods throughout the year. The timing of these review periods may be determined by such projected events or "milestones" as completion of a previously specified number of instructional sessions, or completion of instruction on a unit. Milestones can also represent the dates on which a review of a student's instructional program is to take place.

Year-End Evaluation: A meeting scheduled at the end of the school year for the purpose of evaluating student achievement of instructional objectives constitutes a year-end evaluation. When this year-end meeting is the only planned evaluation mechanism in the student's IEP, it represents a minimal level of compliance with the evaluation requirements of PL 94-142.

As the sole or major evaluation format, the year-end evaluation procedures should include some structured procedure for determining mastery of the instructional objectives specified in the IEP. The evaluation of mastery of each short-term objective will be a next-to-impossible task at the end of an instructional year. One solution is to evaluate blocks of objectives as they collect within each annual goal, and finally, as they reflect the attainment of the annual goal itself.

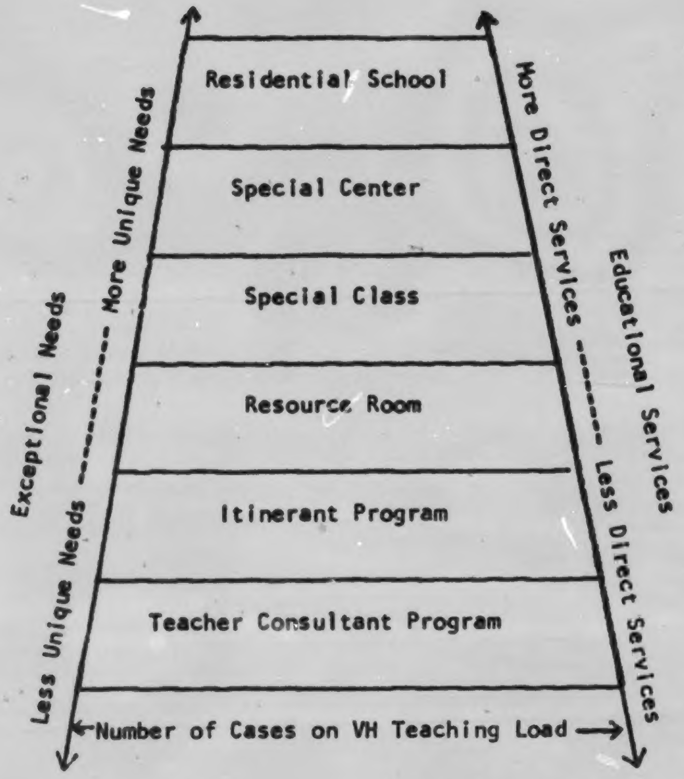
Instructional Planning Process

The steps for the entire instructional planning process may be grouped into the following four phases:


Information Gathering
(Referral and Assessment)
Committee Decision Making
(Instructional Planning and Placement)
Implementation of the Program
(Instruction)
Monitoring and Evaluating the Program
(Review)

Most Appropriate Placement

The placement of a visually handicapped student into the most appropriate educational setting is the child's assignment to an educational program or class, course of instruction and/or job training program, school or other educational institution. The process is the responsibility of the IEP committee. A joint decision is made in accordance to the student's aims, capabilities and readiness; educational background, needs and/or problems; interest, aptitudes and aspirations. The selection of the most appropriate placement from among the available alternatives is a rational decision based upon the learner's unique educational needs for special programming and services. The placement decision is based upon information provided by an educational needs assessment administered by a competent VH teacher and school psychologist trained to assess the visually impaired student and knowledgeable of placement alternatives (refer to chart). Placement is to promote maximum interaction within the regular school program whenever and wherever beneficial to the child.


Residential School
Special Center
Special Class
Resource Room
Itinerant Program
Teacher Consultant Program
Exceptional Needs
Less Unique Needs ---------- More Unique Needs
Educational Services
More Direct Services -------- Less Direct Services
Number of Cases on VH Teaching Load

HOW TO USE THE CHECKLISTS

Teachers find checklists or inventories particularly useful in identifying common characteristics of a skill to be learned. The items on these checklists typically relate to a variety of both desirable and problem behaviors often observed in skill acquisition. Many teachers use checklists when they must narrow the field of possibilities or need to use more precise descriptors of a skill to be learned by a visually handicapped student. A checklist or inventory may act as a guideline for the teacher when gathering assessment information concerning a particular student's learning behaviors. Although this booklet does not represent all areas for which the V.H. teacher is responsible, hopefully, it may raise a few questions such as:

. . . How does my low-vision child see and what modifications or low-vision aids are required?
. . . How efficiently does he use his vision and under which conditions?
. . . Is print or braille a more useful and/or more viable form of reading and under what conditions?
. . . Which word attack skills does she have?
. . . What are her braille or print reading type errors?
. . . What are the child's specific listening skills?
. . . What is his listening comprehension level and have his aural readings been matched to this level?
. . . When does she use the slate and stylus or does she know how to use it?
. . . Can the blind student sign her own name?
. . . Is his/her writing legible? Can others read it besides you?
. . . What are his/her typing skills and are they useful?
. . . Which concepts does he have? And have they been generalized?
. . . What are his/her play skills or mobility skills?
. . . How does the student get around the classroom, cafeteria, bookstore, library, etc?
. . . Can he care for himself and manage his own activities of daily living (including study skills) here at school or at home?
. . . How well does he/she get along in the regular classroom?

The answers to these general type questions may not be so readily available. Maybe the V.H. teacher requires more structure in order to gather the information, hence the checklist or inventory. The checklists are the result of others in the field who have attempted to systematize the recording of information or to sequence the learning activity. It is a convenient way by which to gather and record information in order to analyze how a student functions in his present learning environment or to measure his rate of learning.

Select only those inventories which will immediately generate some useful information for you. The word "useful" means information upon which you can act to better facilitate the child's learning. Or it can mean information to substantiate annual goals for the IEP or instructional objectives for implementation of the program. Or it can mean a way by which you can communicate information to other school personnel. Or it can be a sequential learning plan. At any rate, do not select checklists which are not relevant or practical to the particular student or setting. Remember though, each visually handicapped learner must have an instructional program planned to meet his unique needs. If this does not occur then the student's individualized education program is not appropriate.

After the student's annual goals or instructional objectives have been stated on the IEP, then the teacher needs to develop a systematic learning plan. Many of these checklists can be used as guides for such a plan. The teacher is required to state the instructional objective in observable and measurable terms, but the basic program structure has been provided within the checklist. Those checklists which do this will facilitate your program planning. Finally each checklist or inventory can also be a means for recording anecdotal incidences or immediate observations of the teacher.

At the beginning of both part one and part two of this booklet is a short narration describing the areas contained within each part. You may find it helpful to initially read these sections in preparation for selecting the appropriate checklists. Also, an explanation or description of all the checklists in part one precedes each area. Often the direction for scoring or recording are written on the checklist.

Since some students may be functioning within part one and part two, the teacher needs to be selective. First, read over the inventory and decide if it is appropriate and then administer only those sections which will generate relevant information. Be sure not to waste your time or the student's time by assessing a child on a particular skill if the information is not applicable to the educational plan or useful for decision making. All data should better serve the student's needs in some way or another.

PART ONE:

Informal Assessment of School Age

Visually Handicapped Students

The informal checklists or report forms included in part one are designed for use with students at the elementary or secondary level. The areas covered are as follows:

I. VISUAL FUNCTIONING

In this section are included two visual functioning reports. The first one enables the teacher to specifically describe the functional vision of the child indoors and outdoors, and the conditions by which the child sees optimally. The second relates more to the act of reading print and is intended to be used as a vision report for each teacher serving a visually handicapped child. Often the regular teacher, school counselor or psychologist is not provided with much useful vision data. This form will facilitate communication with the regular teacher and others concerning the functional vision of the child.

II. UNIQUE ACADEMIC NEEDS

Academic needs which are defined as unique for the visually handicapped child are essentially those academic communication skills needed for educational success. These communication skills include reading and writing braille, listening skills, Optacon reading, use of the slate and stylus or braillewriter, script writing or signature writing, and the use of the typewriter. Since most regular teachers have neither the training nor time necessary to instruct a V.H. student in these areas, it becomes absolutely necessary for the V.H. teacher to include these in the total educational program and to be responsible for insuring their instruction whenever so indicated.

III. ORIENTATION AND MOBILITY

Often the V.H. teacher and orientation and mobility instructor may discover their roles overlapping in these areas: fine or gross-motor development, body image, laterality, directionality, or conceptual development. Needless to stress the importance of their development for the blind child. A word of caution is for the V.H. teacher not to assume that someone else is providing the necessary instruction. When the V.H. teacher, adaptive P.E. or O&M instructor cooperatively plan in this area, the child benefits. For those programs which do not have the services of either the P.E. or O&M instructor, then it becomes critical for the V.H. teacher to plan to meet the educational needs of the student. The checklists included herein, will be more useful for the V.H. teacher. They are not intended to meet the assessment needs of the O&M instructor or the P.E. specialist.

IV. VOCATIONAL SKILLS

Since adaptive living skills (and orientation and mobility skills) are so critical to successful adjustment for the present and future life of each child this section is considered high priority. Two informal assessment checklists are included. The first focuses upon the development of activities of daily living during both the elementary and secondary years. As a child grows and adapts to the requirements of daily living, he will be better able to adjust to the demand of adult living. The second checklist is more general, defining the various components of pre-vocational skills development. It should be apparent to the V.H. teacher that there is much that can be done in the present educational program to provide for the future vocational success of the student. When this section is eliminated from the educational program it is to the detriment of the child. As with all the other areas, best results occur when the home and school work cooperatively.

V. BEHAVIORAL RATING SCALE

We are quite fortunate that Charles High permitted us to include this scale. The Pupil Behavior Rating Scale defines those behaviors necessary to insure a student's success in the regular classroom. Often as teachers we do not assess how well the visually handicapped child gets along with others or how he succeeds in the regular classroom. We seldom assess what skills are required to insure that success. This scale can be filled out by both the regular classroom teacher and the V.H. teacher. It may be a good idea for the results to be compared! At any rate the results of this informal assessment tool will be enlightening.

NOTE: Individual checklists or inventories are described at the beginning of each of the five areas in part one.

VISUAL FUNCTIONING

1.1 Cumulative Record of Visual Functioning of Children and Youth with Severe Visual Impairments:

This five page form is a means by which the child's vision is recorded in descriptive, functional terms. It describes how and what the child sees along with the requirements for optional visual functioning indoor and outdoors under varying lighting conditions. Classroom implications of the visual handicap in regard to audiovisual viewing, reading cursive or manuscript from desk or chalkboard, material adaptations or special equipment are also specifically cited. The final section addresses the needs of the child for modifications in the classroom, in near-point reading tasks and in testing situations.

1.2 Functional Vision Report for Visually Handicapped Students Reading Print

The intent of this five page report is to have a simple comprehensive form on which the V.H. teacher can record pertinent vision information in respect to the eye condition and function; visual aids required or suggested; special recommendations for print size, seating or material adaptations; plus current reading information. The last section (reading information) records the reading comprehension level (grade equivalent score), instructional level (95% word recognition, 75% comprehension), and the independent level (99% word recognition, 90% comprehension). Other data regarding reading is also described word attack skills, reading behaviors, task-time adjustment, and recommendations for low-vision aids. This form can serve as a guide for the V.H. teacher in gathering important visual information on how a child sees. It is suggested that all school personnel working with a V.H. child be given a duplicate copy of the completed form.

CUMULATIVE RECORD OF VISUAL FUNCTIONING OF CHILDREN AND YOUTH WITH SEVERE VISUAL IMPAIRMENTS

(adaptation by Jamie Dote and Rose-Marie Swallow)

This form was modified from the record developed at Portland State University, Portland, Oregon by Miss Kathern F. Gruber, Professor Madge Leslie and other staff and students in a Special Study Institute, June 26 - July 7, 1967.

Name: ____________________ Sex: ________ Birth Date: ________

Parent/Guardian: ____________________ Telephone: ________

Address of Student: ____________________

Address of Parent/Guardian: ____________________

Schools Attended	Location	Dates Attended

General Instructions:

Indicate the date when the item was checked and whether the item was appropriate (+) or not (-). Given specific information and conditions where requested.

I. Conditions for optimal Visual functioning

A. Prefers to control natural light by:

____ 1. wearing tinted glasses

____ 2. adjusting window shades

____ 3. wearing visors

____ 4. seeking existing shade areas

____ 5. creating shade areas

____ 6. moving to source of light

____ 7. turning to source of light

____ 8. turning from source of light

B. Prefers to control artificial light by:

Direction of source: ____________________

____ (Specify the direction of the source of light, e.e., right-rear)

Degree of intensity: ____________________

____ (Specify the degree of intensity, i.e., high, medium or low)

____ 1. Prefers combined diffused and directed light

____ 2. Prefers incandescent light

____ 3. Prefers fluorescent light ____________________
(Specify the colored light preferred)

____ 4. Prefers a glare-free work surface achieved by ____________

____ 5. Prefers absorbent work surface

____ 6. Prefers limited work surface ____________________

C. Improves own visual functioning by: (Specify optical aids)

____

D. Audiovisual viewing

____ 1. Prefers black & white (specify distance) ____________

____ 2. Prefers color (specify distance) ____________________

____ 3. Type of illumination prefers (Specify)

    ____ 3.1 Prefers dimly illuminated screen

    ____ 3.2 Prefers high/low contrast (Specify)

____ 4. Prefers viewing from: (Specify actual distance)

____ 5. Prefers to view: (Specify direction of child to screen and eye level)

____

____ 6. The following audiovisual material cannot be seen from the students desk. ____________________

II. Visual Functioning Under Optimal Conditions:

A. Outdoors:

____ 1. Can easily adapt to sudden changes in illumination

____ 2. Can visually identify an individual (Specify actual distance)

____ 3. Can distinguish between lawn and sidewalk

____ 4. Can distinguish lines on pavement such as for cross walks and safety zones

____ 5. Can visually avoid stationary obstructions before physical contact

_____ 6. Can detect variations of walking levels

_____steps _____curbs _____ramps

_____ 7. Can usually detect 12 inch ball in air or _____ size balls

_____ 8. Can recognize features of persons and objects from _____ distance

_____ 9. Can usually see traffic lights at night

_____ 10. Can usually see traffic lights during the day

_____ 11. Can use visual landmarks to establish line of direction

_____ 12. Can select own visual landmarks:

_____ 12.1 While walking

_____ 12.2 From a moving vehicle

_____ 13. Can see if curb is absent _____, low lying _____, or has rounded corners _____.

_____ 14. Can see house numbers from street or sidewalk.

_____ 15. Can see direction of moving escalators

_____ 16. Can see unoccupied seat in auditorium, _____ bus, _____ other. (Specify)

_____ 17. Adaptation time from indoors to outdoors from outdoors to indoors: ____________________

B. Indoors

_____ 1. Can locate source of natural light

_____ 2. Can locate source of artificial light

_____ 3. Reaches for objects within arm's length without search

_____ 4. Moves toward objects over 5 feet away

_____ 5. Can see hands on wall clock

_____ 6. Can differentiate between large and small hands on clock.

_____ 7. Can identify without touch eating utensils placed at random on desk or table

_____ 8. Can imitate pose and/or gesture of teacher at: (Specify greatest distance) ________________________

____ 9. Can identify an individual by his facial features at: (Specify greatest distance)

____ 10. Likes to use APH graph paper: (Specify whether 4 inch, 1 inch or 1/8 inch type)

____ 11. Can use APH lined paper with ____ marker, ____ pencil, ____ pen

____ 12. Can use APH outline maps

____ 13. Can read a chalkboard from: (Specify greatest distance)

    ____ 13.1 Can usually read manuscript writing on chalkboard

    ____ 13.2 Can usually read cursive writing on chalkboard

____ 14. Can use pictures in large-type books ______ black/white ______ colored

____ 15. Specify smallest print type size able to read in textbook ____________ on xerox page ____________ on ditto page ____________.

____ 16. Can read numerals on paper money

____ 17. Can identify coins by ____ sight or ____ touch

____ 18. Primary Color Identification (indoors)

    ____ 18.1 Can identify colors using 9 x 12 construction paper

    ____ 18.2 Can identify colors using 1/2" strips of construction paper

    ____ 18.3 Can identify colors using standard flow pens

    ____ 18.4 Can identify colors using standard crayon

COMMENTS OR OBSERVATIONS CONCERNING VISUAL FUNCTIONING

Nature of eye condition (describe in simple terms)

Visual acuity: Near vision

Far vision

Educational implications:

Glasses prescribed ____ Conditions ______________________________

1. Classroom modifications

Special lighting required ____________________________

Adaptation of reading materials ______________________
____
____
____
____

Print size: ________________ reading
________________ mathematics
________________ activity books
________________ ditto papers

Use of optical aids __________________________________
____
____
____

________________ reading lamp
________________ reading stand
________________ black felt-tip markers
________________ writing paper
________________ filters for ditto

Magnification devices ________________________________
____
____
____

Classroom seating ____________________________________
____
____
____

2. Reading tasks

Optimum reading time _________________________________

Visual span ____

Seat work ____

________________ optimum for near-vision tasks
________________ increase time for task completion

3. Testing situations

Modifications required _______________________________
____
____
____

Time adjustments _____________________________________
____
____

FUNCTIONAL VISION REPORT FOR
VISUALLY HANDICAPPED STUDENTS READING PRINT

Rose-Marie Swallow, Ed.D.
1978

Name ______________________________ Grade ______________

School ______________________________ Age ______________

VH Teacher ______________________________ Date ______________

Telephone ______________________________ Time ______________

VISUAL INFORMATION

Eye condition ______________________________________

____

____

Visual acuity:	OS	OD	OU	OS	OD,	OU
	(without correction)			(with correction)		
Distance vision	____	____	____	____	____	____
Near vision	____	____	____	____	____	____

Visual field ______________________________________

Peripheral vision ______________________________________

Color vision: ____red ____green ____blue ____yellow

Refractive error ______________________________________

Binocularity ______________________________________

Dominant eye _____ right ______left

Depth perception ____yes ______no

Scanning ability:

Pursuit movement ______________________________________

____

Systematic tracking ______________________________________

____

Visual efficiency: ______________________

____

____

Prognosis: ______________________

____

____

Classroom implications: ______________________

____

____

VISUAL AIDS

Glasses prescribed ____yes ____no **DATE:** ______________

To be worn when? ______________________

where? ______________________

State condition of lenses ______________________

of frames ______________________

Low vision aids prescribed ______________________

____

____

To be used when? ______________________

where? ______________________

Specific classroom aids:

Classroom lighting ______________________

Reading aids (lamps, stands) ______________________

Magnification devices ______________________

Visors ______________ **Shields** ______________

Tables ______________ **Paper** ______________

Pencils ______________ **Pens** ______________

Briefly discuss visual condition and use of visual aids in the regular classroom (e.g. CCTV): ______________________

SPECIAL RECOMMENDATIONS

Print size the student is able to read best (i.e. 18 pts)

Reading books __________ Distance __________
Reading workbooks __________ Distance __________
Mathematics books __________ Distance __________
Math workbooks __________ Distance __________
Ditto papers __________ Distance __________
with filters __________
Closed circuit TV __________ Distance __________

Type style: __________serif __________sans serif

Spacing: __________between words __________between letters

Enlargements:	Yes	No
Pictures: colored	____	____
black and white	____	____
Graphs and charts	____	____
Diagrams and maps	____	____

Seating arrangements

Reading from charts ______________________
Reading off blackboard ______________________
Audio-visual viewing ______________________

Additional material adaptations (e.g., all worksheet enlarged, work on CCTV, four math problems per page) ______________________

CURRENT READING INFORMATION

Reading comprehension level __________ Instrument __________ Date __________
Instructional level __________ Instrument __________ Date __________
Independent level __________ Instrument __________ Date __________

Reading rate ____________________

Reading type errors ____________________

Word attack skills __________ Instrument __________ Date __________

Phonic skills ____________________

Contextual clue usage ____________________

Structural analysis ____________________

Sight word recognition ____________________

Syllabication skills ____________________

Dictionary usage ____________________

Aural Comprehension level __________ Instrument __________ Date __________

Handwriting skills __________ Manuscript __________ Cursive

Reading interests ____________________

Reading behaviors:	Yes	No
Tilts head and/or book		
Squints and/or covers eye		
Uses right eye _____, left eye _____, both eyes _____		
Angles eye, uses peripheral vision		
Often changes reading distance		
Visual tracking:		
Moves head more than eyes		
Looses place within line		
Jumps lines on return sweep		
Relocates line easily		
Uses finger as pointer		
Uses typoscope or guide		
Visual span:		
Cannot see whole word		
Reads word-to-word		
Spans ahead in oral reading		
Long visual fixations		
Visually fatiques easily		
Posture appropriate		
Reading		
Writing		
Seatwork		

Describe task-time adjustments required:

Reading: ______________________________

____

Writing: ______________________________

____

Mathematics: ______________________________

____

Others: ______________________________

____

Sustained visual adequacy for reading print: ______________

____

____

____

Implications: need for _____ Large print books

_____ Microfiche reader

_____ CDHS tapes and talking books

_____ Closed circuit television

_____ Typewriter _______Stand

_____ Reader services ______hrs. per week

_____ Speech Plus or calculator

_____ Others ______________________

Briefly discuss additional reading problems: ______________

____

____

____

____

____

____

____

UNIQUE ACADEMIC NEEDS

2.1 The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition

The twenty-nine instructional objectives of Dr. Mangold's developmental program of tactile perception and braille letter recognition are to decrease undesirable scrubbing, backtracking and letter reversal errors of braille readers. The program also attends to the mechanics of braille reading, i.e., hand position and tracking techniques. Nationally, this program has been used effectively in two ways: to eliminate these reading errors in current braille readers; and to begin a braille reading program for the young braille readers.

2.2 Diagnostic Assessment of Braille Reading Skills

This checklist observes the child braille reading behaviors in the following areas: the mechanics of braille reading; finger monitoring, i.e., fine-motor development and finger sensitivity to the braille cell; braille reading type errors, i.e., reversals, rotations, letter or word confusions; word recognition skills; comprehension skills; silent reading, oral reading and reading rate. The final section attempts to match the braille reading series to the child's strengths and to determine the annual reading goals.

2.3 Informal Assessment of Listening Skills

Four primary areas of auditory perception are assessed by this checklist: auditory discrimination, auditory association, automatic level of linguistic development, and memory for auditory sequence. This checklist is appropriate for the development of auditory skills at a younger level.

2.4 Listening to Learn Program

The Listening to Learn Program comprise four coordinated sequences of listening skills found to be necessary for students to comprehend and process verbal information received aurally. The four main listening skills developed are detail, sequence, word meaning and main idea. The program is based upon sequences of objectives in each of these four areas.

2.5 Optacon Reading, Stage I

This checklist records the acquisition of Optacon reading skills during the initial phase. The focus is upon the child's recognition skills for upper and lower case letter and words, and the development of independent tracking skills using the Optacon.

2.6 Optacon Reading, Stage II

Emphasis is upon the assessment of Optacon reading skills such as tracking, finger position, recognition of letters and words, language skills, page orientation, use of controls, use of various formats and application of the Optacon to varying situations.

2.7 Braille Writing

This inventory assesses how the child operates and uses a braillewriter: identification of various parts; practical use of the machine; and knowledge of the braille contractions.

2.8 Assessment of Slate Skills

This assessment checklist helps to determine if the student uses the slate and stylus effectively and which letters or words are made correctly. Rate of writing with the slate is calculated. An instructional record form has also been provided.

2.9 Assessment of Script Writing for the Blind

This form does basically two things: one, it assesses what the child knows and how he does it; and two, it provides a logical sequence for the development of fine-motor control. To determine if a blind child's letters are illegible a criterion-referenced assessment is required. For some blind students the writing - learning sequence may end with signature writing while others may want to or should learn more.

2.10 Assessment of Script Writing for Low Vision Students

This sequence of learning objectives is for the development of straight line concept, zig-zag lines, curvilinear lines and later for the writing of alphabet, letters and words. It is meant to give the child control and agility in making the various strokes before being introduced to cursive or manuscript writing.

2.11 Typing Skills Assessment

This checklist assesses the child's knowledge of the various parts of the typewriter and his keyboard techniques. These include key stroke, continuity and rhythm, shift key reach, space bar action, and operation of the various keyboard insignias. Typing procedures or techniques and application of the skill are also observed.

2.12 Assessing Typing Skills of the Visually Handicapped Students

This checklist looks at what the student is able to do at the machine or with the typewriter. This practical approach assesses the child's applications of his typing skills.

THE MANGOLD DEVELOPMENTAL PROGRAM OF TACTILE PERCEPTION AND BRAILLE LETTER RECOGNITION BASED ON A MODEL OF PRECISION TEACHING

by

Sally S. Mangold, Ph.D.
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San Francisco State University
1600 Holloway
San Francisco, California 94132

The mandates outlined in PL.94-142 include an annual evaluation of student progress. Such infrequent assessment does not aid in curriculum planning. The more frequent the assessment, the more easily and accurately can we provide truly appropriate education in the least restrictive environment. Daily assessment (Precision Teaching) provides continuous data which results in ongoing feedback as to the appropriateness of our educational programs.

A study was conducted by Dr. Sally Mangold, to determine the extent to which a developmental program of tactile perception and braille letter recognition might significantly decrease undesirable scrubbing, backtracking, and letter reversal errors of braille readers. The model program required 12 to 16 weeks to administer, depending upon the abilities of each of the thirty subjects, aged from 5 to 15 years.

The sequenced exercises which make up this program are designed to teach the mechanics of braille reading, the characteristic hand positions and movement techniques which are typical of good two-handed braille readers. The arduous task of decoding abstract symbols becomes much easier is the reader has already mastered tracking, skimming, identifying likenesses and differences, a light finger touch, and an even left to right movement of the hands.

The proponents of precision teaching believe that a student who over learns a skill will incorporate that ability so thoroughly in his repertoire of knowledge that when he moves on he will not confuse items which may be similar to newly introduced material, e.g., (i and e in braille). He will also expend little energy performing on over learned skill and thereby have greater energy available to apply to mastery of the new skill.

Precision teaching assessment techniques are used throughout this program in conjunction with 29 subskills of tactile perception and braille letter recognition. If a student can perform a particular task at the rate recommended, it is suggested that he skip work-sheets which teach that skill and proceed to a higher level of difficulty. Practice work-sheets are included after each criterion test for use by those students who have not yet mastered the skill under consideration.

Precision teaching is not a new teaching approach. It is designed to supplement an existing program and can be used by teachers who have a wide variety of teaching styles. It consists of the following parts: (a) identify goal to be mastered, (b) the skill is then broken down into subskills by the teacher, (c) the student is assessed by the teacher on these subskills to ascertain his current rate of response, (d) a daily one minute timing on each skill designated by the teacher is done on three consecutive days, to determine the student's potential rate of progress, example: A student might be assessed on his ability to read and say lower case letters. The letters are presented in a horizontal format and written in a random order. The recommended mastery of this skill is 70 letters per minute. A student should improve at least 30% on a skill during a ten day period. Many students will improve more than this if a student falls below the 30% improvement level, it is probably because the skill being taught is too difficult. An easier task should be substituted for the current one.

The Mangold Developmental Program is not designed to be a complete program of reading instruction. It should be used for only that portion of your reading instruction devoted to tactile perception and braille letter recognition. In most schools, this would constitute about one third of the reading period. Concept development, auditory discrimination, phonetic skills, are also vital elements in a comprehensive reading instruction program.

The decision as to the appropriateness of the developmental program for a particular student must be based upon knowledge of the student's overall level of functioning, his ability to comprehend language, attend to task, and manipulate real objects.

The purpose of the Mangold Developmental Program
is not only
to produce students who read well but to produce
students who LOVE to read.

The 29 lessons of Tactile Perception and Braille Letter Recognition, include criteria tests and work-sheets which promote the mastery of the tactile perception and braille letter recognition. Reinforcement games that utilize the skills which have been mastered are scattered throughout the program. These games along with suggested achievement charting have proven to maintain a high level of student motivation.

BRAILLE READING READINESS SKILLS

The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition.

Sally Mangold, Ph.D.

Student:________________ Teacher:________________ School:________________

Program Content

The Developmental Program of Tactile Perception and Braille Letter Recognition consists of 29 lessons designed to teach skills of tactile perception and letter recognition in such a manner as to avoid errors in scrubbing, backtracking, and braille letter recognition.

Date Completed

__________ 1. Tracking from left to right across like symbols which follow closely without a space between them.

__________ 2. Tracking from left to right across unlike symbols which follow closely without a space between them.

__________ 3. Tracking from left to right across like symbols which have one or two blank spaces between them.

__________ 4. Tracking from left to right across unlike symbols which have one or two blank spaces between them.

__________ 5. Tracking from top to bottom over like symbols which follow closely without a space between them.

__________ 6. Tracking from top to bottom over unlike symbols which have one blank space between them.

__________ 7. Tracking from top to bottom over like symbols which have one blank space between them.

__________ 8. Tracking from top to bottom over unlike symbols which have one blank space between them.

__________ 9. Identify two geometric shapes as being the same or different.

__________ 10. Identify two braille symbols as being the same or different.

__________ 11. Identify two braille symbols as being the same or different when they are preceded and followed by a solid line.

__________ 12. Identify the one symbol which is different within a line of like symbols, using (1) and (c).

__________ 13. Identify the one symbol which is different within a line of like symbols using a variety of braille symbols for different lines.

Braille Reading Readiness Skills (Con't)

Date Completed

__________ 14. Identify the one symbol that is different within a group of three symbols, two of which are identical.

__________ 15. c g l

__________ 16. c g l d y

__________ 17. c g l d y a b

__________ 18. c g l d y a b s

__________ 19. c g l d y a b s w

__________ 20. c g l d y a b s w p o

__________ 21. c g l d y a b s w p o k

__________ 22. c g l d y a b s w p o k r

__________ 23. c g l d y a b s w p o k r m e

__________ 24. c g l d y a b s w p o k r m e h

__________ 25. c g l d y a b s w p o k r m e h n x

__________ 26. c g l d y a b s w p o k r m e h n x z f

__________ 27. c g l d y a b s w p o k r m e h n x z f u t

__________ 28. c g l d y a b s w p o k r m e h n x z f u t q i

__________ 29. c g l d y a b s w p o k r m e h n x z f u t q i v j

Specific performance criteria for each skill identified above may be found in the revised edition of the Mangold Developmental Program. The program is available from, Exceptional Teaching Aids, 20102 Woodbine Avenue, Castro Valley, California 94546.

Name ______________________ School ________________ Grade ________

Teacher ________________ Date ________

DIAGNOSTIC ASSESSMENT OF BRAILLE READING SKILLS

Rose-Marie Swallow, Ed.D.

Note: The Braille reading teacher must have:

1. Adequate knowledge of the braille reading code in order to analyse the reading errors of the child.
2. Thorough understanding of the major reading methods in order to match the braille reading approach to the child's reading skills and learning style.
3. Specific skills in adapting and modifying reading strategies based upon the assessed needs of the child.
4. Pertinent information relative to the teaching of braille reading in order to insure proper skills development.

A. Child is able to:

	Yes	No
1. Easily locate		
1.1 Top of page	____	____
1.2 Braille page number	____	____
1.3 Print page number	____	____
1.4 Beginning of each braille line	____	____
1.5 End of each braille line	____	____
2. Position braille book correctly	____	____
3. Track evenly across page with ____ two hands ____ one hand	____	____
3.1 Does not back-track with one or both hands	____	____
3.2 Does not use regressive finger movements	____	____
3.3 Tracks without scrubbing letters	____	____
3.4 Uses light pressure	____	____
4. Correct posture		
4.1 Hands relaxed	____	____
4.2 Fingers curved	____	____
4.3 Sitting	____	____
5. Page turning		
5.1 Turns braille pages easily	____	____
5.2 Reads last line with left hand and turns page with right hand	____	____

B. Finger monitoring

1. Describe fine-motor development.
   1.1 Finger strength:

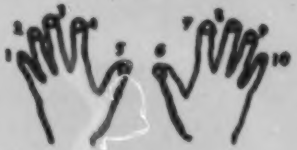
   1.2 Manual dexterity:

   1.3 Manipulative behavior:

   1.4 Grasp behaviors:

   1.5 Thumb/index finger opposition:

2. Describe finger sensitivity to braille line.



   2.1 Left hand:

   2.2 Right hand:

C. Braille reading type errors

1. Reversals or rotations (circle errors)

d/f
n/ed
s/wh
ed/the

e/i
o/ow
t/ou
m/u

h/j
p/th
z/the
s/gh

m/sh
r/w
ar/gh
er/with

2. Whole word signs (e.g., can, rather, that, this, which)

3. Short form words (i.e., across, also, good, perhaps, etc.)

4. Two-cell contractions (fill-in errors)
   4.1 Initial letters (i.e., day, here, part, right, etc.)

   4.2 Final letter contractions (i.e., -sion, -tion, -ation)

5. Confusions

5.1 Letter similarity (i.e., ir h = have, here, his, had)

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

5.2 Braille position errors (i.e., f, from, ff, !)

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

5.3 Words with two braille symbols (i.e., to, was, were, his)

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

D. Word recognition skills (use any good reading skills assessment)

1. Sight word recognition (i.e., Dolch):
APH Dolch list __________ percent correct. Date: __________

2. Phonetic analysis:

The child is able to --	Yes	No
2.1 Recognize the following single consonants & name a word containing each consonant. (Circle errors) b, c, d, f, g, h, j, k, l, m, n p, q, r, s, t, v, w, x, y, and z	____	____
2.2 Recognize a consonant blend and give a word containing one of them. Example: brick, flower or spring	____	____
2.3 Recognize a consonant digraph and give a word containing one of them. Example: ship, chain and those	____	____
2.4 Recognize each single vowel and give a word containing the long vowel sound. Example: a, e, i, o, u, and y	____	____
2.5 Recognize each single vowel and give a word containing the short vowel sound. Example: a, e, i, o, u, and y	____	____
2.6 Recognize a diphthong and give a word containing it. Example: boy, ouch, and boil	____	____
2.7 Understands how r after a vowel affects the sound of the vowel. Example: her, skirt, and fur	____	____
2.8 Understands how w before a vowel affects the sound of the vowel. Example: wall and worm	____	____
2.9 Understands how a vowel sounds when it is followed by l. Example: ball, doll, and fall	____	____

Yes **No**

2.10 Understands the following rules:
  a. When two vowels are together, the first is often long and the second is silent.
     Example: tail, fear, and goat
  b. A single vowel in a word or syllable is short.
     Example: ran, dot, and sun
  c. A single e at the end of a word is silent and makes the preceding vowel long.
     Example: rake, date, and tape

3. Structural analysis:

The child is able to --
3.1 Recognize a base or root word.
    Example: walks, walked, and walking
3.2 Understands the function of suffixes.
    Example: s, ed, ing, y, en, and es
             ly, ful, ies, ness, er, en
3.3 Understands the function of prefixes.
    Example: a, un, in, and be
             be, pro, and re
3.4 Recognizes the number of syllables in words pronounced aloud.
    Two syllable words
    Three syllable words
    Four syllable words
3.5 Applies these rules of syllabication:
  a. A word usually contains as many vowels as there are syllables in the word.
  b. When two consonants come between vowels, one consonant goes with each vowel.
     Example: let/ter
  c. When one consonant comes between two vowels, the first syllable usually ends with the vowel, and the second syllable begins with the second consonant.
     Example: ta/ble
  d. When the first of two vowels seperated by a single consonant has a short sound, the single intervening consonant ends the first syllable.
     Example: cam/el
  e. Divides a compound word correctly.
     Example: fire/men, play/ground
  f. Applies the principle of dropping the final e and adding ing.
     Example: raking
  g. Applies the principle of doubling the final consonant before adding ing.
     Example: running
  h. Applies the principle of changing y to i and adding es.
     Example: babies
  i. Understands contractions
     Example: doesn't

Yes No

4. Context clue usage:

The child is able to --

4.1 Decode the braille contractions with limited braille clues.
Example: Sally is coming to the car. ______ ______

4.2 Apply context clue usage effectively in determining the meaning of an unknown word. ______ ______

4.3 Complete a context clue exercise.
Example: Mary wants to go for a ______________
(red, ride, rake) on a train. ______ ______

5. Dictionary usage:

The child is able to --

5.1 Use a braille dictionary to locate the meaning of unknown words. ______ ______

5.2 Use a simplified dictionary to locate the pronunciation and meaning of unknown words. ______ ______

E. Comprehension skills:

The child is able to --

1. Answer literal or factual questions which have been asked from stories read. ______ ______

2. Answer interpretive questions which are based upon stories read. ______ ______

3. Answer questions which require critical or evaluative judgment. ______ ______

4. Follow up the reading in a problem-solving situation such as by creative writing, role playing, or creative dramatics. ______ ______

F. Silent reading:

The child is able to:

1. Enjoy silent reading. ______ ______

2. Maintain proper posture and book position. ______ ______

3. Not use lip movement or whispering. ______ ______

4. Use proper hand movements while reading silently. ______ ______

5. Read at a functional (reasonable) rate. ______ ______

G. Oral reading:

The child is able to:

	Yes	No
1. Enjoy oral reading.		
1.1 With the V.H. teacher	____	____
1.2 In the regular classroom	____	____
2. Read with good oral expression.	____	____
3. Observe punctuation marks while reading orally.	____	____
4. Read in phrases or groups of words.	____	____
5. Read with few addition or omission reading type errors.	____	____
6. Read without repeating words or phrases.	____	____

H. Reading rate is ____________ wpm.
Reading comprehension level is ____________ grade level.

I. Justify reading series or method selected.

Check

____ Sight
____ Phonics
____ Experiential
____ Linguistic
____ Multisensory

State the reasons for selection and relate these to the child's assessed skills.

State the reading objectives for ________ year in behavioral terms.

1.

2.

3.

4.

5.

INFORMAL ASSESSMENT OF LISTENING SKILLS
(adapted from Jack Little)

Name: ______________________________

Date: ____________________

Age: ____________________

I. Auditory Discrimination (Sound)

1. Can distinguish sounds

	YES	NO
1.1 High - Low	___	___
1.2 Loud - Soft	___	___
1.3 Yell - Whisper	___	___

2. Can identify common sounds

	YES	NO
2.1 airplane	___	___
2.2 car	___	___
2.3 various animals	___	___
2.4 household appliances, etc.	___	___

3. Can select two different sounds

	YES	NO
3.1 a bell and a drum	___	___
3.2 a rattle and scissors	___	___

4. Can identify rhyming words

	YES	NO
4.1 fat -- boy man rat	___	___
4.2 mouse -- lake house table etc.	___	___
4.3 What rhymes with ___ mat, _____ ride, _____, moon, _____, etc.	___	___

5. Can identify same and different word pairs. Child listens to pairs of words and says if they are different or the same.

	YES	NO
5.1 book book	___	___
5.2 gun run	___	___
5.3 book look	___	___
5.4 bug bud	___	___

6. Can follow simple instructions

	YES	NO
6.1 Pick up your pencil	___	___
6.2 Sit down	___	___
6.3 Show me a picture	___	___
6.4 Fold your hands, etc.	___	___

7. Can follow simple instructions

	YES	NO
7.1 Stand in front of the chair	___	___
7.2 Stand in back of the chair	___	___
7.3 Stand beside the chair	___	___
7.4 Stand on top of the chair	___	___

II. Auditory Association

1. Can identify words that begin with same beginning sound as stimulus word

	YES	NO
1.1 mother- hat, moon, meat, milk	___	___
1.2 Pictures can be used in which child marks the boxes that begin with the same sound.	___	___

II. Auditory Association (Con't)

YES NO

2. Can identify words that go together
   - 2.1 ball, cow, bat ____ ____
   - 2.2 bread, butter, candy ____ ____
   - 2.3 salt, pepper, cheese ____ ____
   - 2.4 shoes, hat, socks ____ ____
   - 2.5 pencil, light, paper ____ ____

3. Can identify letter sound heard at the end of a word. Pictures can be used. ____ ____

4. Can identify beginning sound heard at beginning of a word. Use pictures. ____ ____

5. Can identify pictures which go with sentence read to them. ____ ____

6. Can answer simple questions after listening to a short story. ____ ____

7. Can interpret feelings from oral story. ____ ____

8. Can look at an object and describe it in detail. ____ ____

9. Given a riddle, can name object described. ____ ____

10. Likes to act out stories. ____ ____

III. Automatic Level

1. Can blend sounds into syllables and words
   - 1.1 Ask child to make compound words:
     ____________ pictorially or __________ aurally

bird	house	____	____
tooth	brush	____	____
mail	man	____	____
up	stairs	____	____

   - 1.2 Ask child to blend specific sounds to a given list of phonograms

P	M	C		
__at	__at	__at	____	____
__in	__en	__up	____	____
__it	__it	__ar	____	____
__an	__an	__an	____	____

2. Can give beginning consonant blends missing from a word with a picture clue ____ ____

IV. Memory-Sequence (Long-Term)	YES	NO
1. Long-term		
1.1 Can say alphabet	___	___
1.2 Can count from one to twenty	___	___
1.3 Can say days of the week	___	___
1.4 Can say months of the year	___	___
1.5 Can recite a nursery rhyme	___	___
2. Short-term		
2.1 Can repeat phrases when given orally by a teacher		
"clink-clink"	___	___
"arf-arf"	___	___
"meow-meow"	___	___
"choo-choo"	___	___
2.2 Can repeat letters in order after given them out of order		
b, c, a -- e, d, f -- i, h, g	___	___
c, p, n -- y, w, x -- u, t, s	___	___
2.3 Can follow instructions by demonstrating correct movements		
Touch your nose and clap your hands.	___	___
Put your hand on your head, your other hand on your knees, and cross your legs	___	___
2.4 Can repeat sentences given beginning with two or three words and gradually adding more. (Keep ideas related)		
I see.	___	___
I see a dog.	___	___
I see a black dog and a cat.	___	___
I see a black dog and a white cat.	___	___
I see a black dog and a white cat fighting.	___	___
I see a black dog and a white cat fighting in the street.	___	___

LISTENING TO LEARN PROGRAM
(Aural Media Services/CDHS)

The Listening to Learn Program comprises four coordinated developmental sequences of listening skills found to be necessary for students to comprehend and process verbal information received aurally. Although these skills are useful to all students, they are essential to handicapped students whose principal learning channel is aural, rather than visual.

The listening skills developed in the Listening to Learn Program may be described as follows:

Listening for Details. This skill underlies all other skills and must be treated as such a necessary skill that students will automatically listen for details. The ability to recall details allows them to "scan" mentally the materials presented to reconstruct ideas and relationships necessary for understanding.

Listening for Sequence. This skill is needed most apparently for following directions, although reconstruction of a story in order to realize its full implications may well depend upon being able to recall the sequence or order of events.

Listening for Word Meaning. Vocabulary is built mainly by the process of deriving meaning for an unknown word from the context in which it is used. In listening, this takes a particular skill, since new words sometimes sound like familiar words.

Listening for the Main Idea. Ultimately, the student must be able to derive the central meaning or the main idea of material which he has heard. In some instances, this skill transcends all others and it may, in fact, be necessary to be able to glean the main idea of the aural presentation without considering the specific details or order of events. When we scan material visually, we do so to get the "gist" of it, with little concern over details. The listening student must also develop that skill.

At the heart of the Listening to Learn Program is the teacher. The teacher, using ordinary classroom materials presented orally, actually teaches students to use their ears effectively, just as the reading teacher teaches students to read. To help the teacher, the Listening to Learn Program provides in-service training workshops, sample assessment instruments, and the step-by-step sequences of performance objectives leading to the acquisition of listening skills.

In the training workshops, teachers learn how to present instructional materials aurally; how to keep systematic class records which will facilitate class, small group, or individual listening activities; how to keep an inventory of activities and materials coordinated with specific levels of listening skills; and how to assess listening skills.

The only materials provided by the Listening to Learn Program are those which will help the teacher "manage" students' learning of listening skills. The Listening to Learn Program is not a series of pre-recorded lessons; it is a program which will help teachers focus their efforts in a planned, programmatic way to teach students to become more effective listening-learners.

The Listening to Learn Program, developed by the Clearinghouse Depository for Handicapped Students, California State Department of Education, consists of four series of objectives (one for each area described above) which progress in parallel with each other through seven levels of development. The format of the program is based on System FORE, with "strands" of objectives for Details, Sequence, Word Meaning, and Main Idea. Appropriate modification, by teachers, of presentation materials and performance expectations can make the program useful for students at all ages and grade levels. Such modifications also make it feasible (and desirable) for students to recycle through the program as they develop chronologically and conceptually.

The following model assessment items are identified by three numbers: strand (component skill), level, and item. Thus, 96.5.3 refers to the objective or item number three, on the fifth level of the Detail strand (number 96). The criterion for mastery of each objective is that the student will be able to respond correctly to at least two out of three such assessment items. Each objective should be assessed separately, although only a few sample assessment items are given here.

DETAILS (Strand 96)

STRAND LEVEL ITEM

96.5.3 Recognizes three details from one or two sentence statements.

Directions: Read statement one time; give test items. Answers are given in parentheses; wait for answer to each question.

Statement: Sally lost her Raggedy Ann doll, her silver jacks, and her jump rope when she went camping last summer.

Test:
1. Did Sally lose her rubber ball last summer? (No)
2. Was Sally's doll a Raggedy Ann? (Yes)
3. Did Sally go camping last summer? (Yes)

96.6.3 Restates three details from one or two sentence statements.

Directions: Read statement one time; give test items. Answers are given in parentheses; wait for answer to each question.

Statement: When Tony went to the store for milk and bread, he passed a candy store and a Chinese restaurant.

Test:
1. Where was Tony going? (To the store)
2. What was he supposed to buy? (Milk and bread)
3. What kind of restaurant did he pass? (Chinese)

96.7.3 Recognizes three details from short paragraph.

Directions: Read paragraph one time; give test items. Answers are given in parentheses; wait for answer to each question.

Paragraph: Karen likes to go to school. She liked to play games with her friends, Susan and Jimmy. She also liked her teacher, Mr. Jackson.

Test:
1. Did Karen like to play games? (Yes)
2. Was Karen's teacher's name Mr. Johnson? (No)
3. Does Karen have friends named Jimmy and Susan? (Yes)

96.8.3 **Restates three details from a short paragraph.**

Directions: Read paragraph one time; give test items. Answers are given in parentheses; wait for answer to each question.

Paragraph: Cathy, who was five years old, liked to play dolls with Gina and Tom. Sometimes they would also play jacks or hopscotch. Tom was especially good at hopscotch.

Test:
1. How old was Cathy: (Five)
2. What did Tom play well? (Hopscotch)
3. What was the name of Cathy's other friend? (Gina)

96.9.3 **Recognizes three details from long paragraph.**

Directions: Read paragraph one time; give test items. Answers are given in parentheses; wait for answer to each question.

Paragraph: The circus is coming to town on Sunday. Tickets will cost $2.00 for children under twelve years old. Mat and Joe, who are both ten, have saved their money to go. They'll even have some extra to buy some popcorn. Matt wants to see the clowns the most. Joe likes the animals best, especially the elephants.

Test:
1. Do the tickets cost $1 for children under twelve? (No)
2. Does Matt want most to see the lions? (No)
3. Does Joe like the elephants most? (Yes)

96.10.3 **Restates three details from long paragraph.**

Directions: Read paragraph one time; give test items. Answers are given in parentheses; wait for answer to each question.

Paragraph: Amy went to the store to buy some sugar and shortening. She put the money her mother gave her into her jacket pocket. As she started to go to the sotre, she heard the coins jingling. At the store Amy parked and locked her bike and went inside. She found the things on her list and took them to the checkstand. She reached into her pocket for the money, but it wasn't there. Amy had to ride slowly back home, looking for her lost money. She found it on the sidewalk in front of her house.

Test:
1. What did Amy have to buy? (Sugar and shortening)
2. When did she realize she had lost the money? (When she reached in her pocket to pay)
3. Where did Amy find the money? (On the sidewalk in front of her house?

SEQUENCE (Strand 97)

97.8.4 **Recognizes from a list of choices the order of three unrelated events or objects in a sequence on list given in a short paragraph.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Mark has just started a summer job at the service station near his house. Every morning he has to open the restrooms and make sure they are clean. He then unlocks the gas pumps and turns on the air supply for the hoses so customers can increase the tire pressure in their car tires. Before the first customer arrives he also has to fill the towell racks in the service area.

Test: Listen to this list of things Mark did at the service station. Tell me the order in which he did them every morning. Unlocks gas pumps, fills the towell racks, opens the restrooms.

(Opens the restrooms, unlocks gas pumps, fills the towell racks.)

97.9.4 **Restates the order of three unrelated events or objects in a sequence or list given in a short paragraph.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Lupe and her friend Jose wanted to go to the movies because there was a good triple feature playing. The first movie was Charlotte's Web, the second feature was The Three Stooges in Outer Space, and the third picture was The Love Bug. Their parents agreed Lupe and Jose could go if the movies were over by 11 o'clock.

Test: Tell me the three movies Lupe and Jose wanted to see. List them in the order you heard them.

(Charlotte's Webb, The Three Stooges in Outer Space, The Love Bug.)

97.10.4 **Recognizes from a list of choices the order of three unrelated events or objects in a sequence or list given in a long paragraph.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: The earthquake tremor lasted only 30 seconds, but caused much damage. In the Walkers' house a window was cracked and a vase was broken. When the Walkers came home, they also found books had been knocked to the floor. In the kitchen, there was a mess. The refrigerator door had been shaken open. Eggs had fallen to the floor. The family had a busy evening cleaning up their house. The next day, they called a repairman to put in a new window.

97.10.4 (Contd.) **Test**: Listen to this list of actions and then tell me what had happened to the Walkers' house in the order you heard it: books had been knocked to the floor, a vase had been broken, the refrigerator door had been shaken open.

(A vase had been broken, books had been knocked to the floor, the refrigerator door had been shaken open.)

97.11.4 Restates the order of three unrelated events or objects in a sequence or list given in a long paragraph.

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Bob decided that he needed some new clothes. He asked his mother and she agreed with him. They talked about which stores would be the best places to shop. Bob was looking for blue jeans, tennis shoes, and a jacket. They decided to start looking at the new shopping center across town. Bob's mother suggested that they go out to lunch at the natural foods restaurant which was not far from the store. Both were sure it would be a pleasant day.

Test: Tell me what three things Bob wanted to buy. List them in the order you heard them in the story.

(Blue jeans, tennis shoes, a jacket.)

WORD MEANING (Strand 98)

98.8.2 Recalls an unfamiliar word defined by context in a paragraph when given its synonym or definition.

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Jenny looked at the snaff. The time was getting later and later. She hoped that her mother would be home soon. The snaff's hands went around slowly as it went "tick-tock."

Test: What word in the story means "clock?"

(Snaff)

WORD MEANING (Contd.)

98.9.2 Recalls a phrase related to an unfamiliar word defined by context in a paragraph when given the word.

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Jenny looked at the snaff. The time was getting later and later. She hoped that her would be home soon. The snaff's hands went around slowly as it went "tick-tock."

Test: What phrase in the story do you think of when you hear the word "snaff?"

("The snaff's hand went around slowly as it went 'tick-tock'.")

98.10.2 Gives a short definition or synonym for an unfamiliar word defined by context in a paragraph when given the word.

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Jenny looked at the snaff. The time was getting later and later. She hoped that her mother would be home soon. The snaff's hands went around slowly as it went "tick-tock."

Test: What does the word "snaff" mean?

(Clock)

MAIN IDEA (Strand 99)

99.8.2 Restates with good accuracy the explicitly stated main idea of a short paragraph.

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: Jack liked horses very much. At school, whenever Jack finished his work, he drew horses with pencils or crayons or even finger paints. He looked at all the horse books he could find. At a parade, he always watched for the horses.

Test: Can you repeat a sentence in the story that tells what the story is about?

("Jack liked horses very much.")

MAIN IDEA (Contd.)

99.9.2 **Chooses from three statements the one which best expresses the implied main idea of a short paragraph.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: At school, whenever Jack finished his work, he drew horses with pencils or crayons or even finger paints. He looked at all the horse books he could find. At a parade, he always watched for the horses.

Test: Which of these sentences do you think tells best what the story was about?

1. Jack drew horses when he finished his work.
2. Jack watched horses at a parade.
3. Jacked liked horses very much.

(#3)

99.10.2 **Gives a statement expressing the implied main idea of a short paragraph.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: At school, whenever Jack finished his work he drew horses with pencils or crayons or even finger paints. He looked at all the horse books he could find. At a parade, he always watched for the horses.

Test: What do you think the main idea of the story was?

(Jack liked horses very much.)

99.11.2 **Gives a statement expressing the implied main idea of a long paragraph or story.**

Directions: Read paragraph one time; give test. Answers are in parentheses.

Paragraph: At school, whenever Jack finished his work, he drew horses with pencils or crayons or even finger paints. He looked at all the horse books he could find. At a parade, he always watched for the horses. He hadn't ever ridden a horse, but he wanted to. He often daydreamed about galloping down a road or racing toward the finish line on a race track. He talked about horses so much his little sister also began to get interested in horses. Perhaps someday, she thought, they could go riding together.

Test: What do you think the main idea of the story was?

(Jack liked horses very much.)

Optacon Reading

CONTINUAL EVALUATION OF STUDENT IN SCHOOL

(Developed by TSI)

Stage 1

Student ______________________ School ______________

Teacher ______________________ Date ______________

Hrs. of training for month ____________ Total Hrs. of training ________

4 = successfully covered 3 = covered, but may need review
2 = working on 1 = limited experience 0 = no experience

Chpt.

1.1 Optacon Checklist . . . . ______
Controlled Board Tracking . . . . ______
Free Board Tracking . . . . ______
Independent Tracking . . . . ______
Upper Case Letters . . . . ______
1 O C S I E . . . . ______
2 T H A M . . . . ______
3 L F D B R G N U . . . . ______
4 J K P V . . . . ______
5 W X Y Z Q . . . . ______
6 Punctuation Marks . . . . ______
7 Numbers . . . . ______
6 Upper Case Stories & Poems . . . . ______
Lower Case Letters. . . . . ______
8 o c s i e . . . . ______
9 t h a m . . . . ______
10 l f d b r . . . . ______
11 g n u v . . . . ______
12 w k p y . . . . ______

13 j x q z . . . . _____

16 Lower Case Stories & Poems . . . . _____

17 Materials Adjustment . . . . _____

14.1 Introduction to Various Type Styles . . . . _____

14 Random Words page _____ subject _______________ _____

_____ _______________

_____ _______________

17 Tracking Practice _____

OPTACON READING
(developed by TSI)

CONTINUAL EVALUATION OF STUDENT IN SCHOOL

Stage II and More

Student___________________________ School_____________________________

Teacher___________________________ Date _____________________________

Hrs. of training for month________ Total Hrs. of training ____________

1. Summary of Optacon Reading Skills
    a. Tracking

    b. Finger Position

    c. Recognition

    d. Language Skills

    e. Page Orientation

    f. Use of Controls

2. What materials have been covered in training. (Use back if necessary)

Material	Print Style	Level	Speed	Success?

3. Format Work - Has student looked at a variety of formats and found page numbers, table of contents, etc?

4. Troubleshooting - Does student know how to determine and solve problems with their equipment?

5. How good is student's comprehension of material read both orally and silently?

6. What materials were read outside of training? (include homework, pleasure reading, etc.)

7. For what school assignments did student use Optacon?

8. Is the Optacon being used in any classroom?

9. What instructional strategies seemed to facilitate growth?

10. From observation, what signs of independence did you observe? (ie, going to library to look up a book, research in school, student initiating new uses for the Optacon)

11. From observation, what problems did you observe? (ie, couldn't find first line of print, etc.)

12. How would you evaluate student's attitude/motivation? Has it changed?

13. How would you evaluate student's attention span/concentration? Has it changed?

14. Is the amount of time scheduled for Optacon instruction appropriate at this time? Is the amount of time for independent work appropriate?

15. Who in the home is most interested in the Optacon? What types of help have family members shown?

16. Goals for future training. (Specifics to be covered, etc.)

Additional Notes:

Name: ______________________________ School: ______________________________

Teacher: ______________________________: Age: ______________

Braille Writing
(including basic Nemeth Code)

Rose-Marie Swallow, Ed.D.

Note: The following informal instrument is only to be used for the assessment of braille writing skills and cannot be used to assess reading skills. There are critical fundamental differences between reading and writing. In no manner should a child ever be taught braille reading by utilizing braille writing objectives. Even for writing, the contractions should be taught as they occur normally within the development sequence of spelling and writing skills.

Directions: Since this is a survey of braille contractions known by the child and is not intended to be a developmental program, mark those contractions missed by the child by circling the missed letter or group of letters. Where a space is provided use the following code:

+ 80% or more accurate
/ 60-80% accurate
- less than 60% accurate

_____ 1. The student is able to: identify and/or use the following parts of the braille writer: _________ cover and _________ handle

_____1 _____2 _____3 _____4 _____5 _____6 key
_____ spacing key
_____ back spacing key
_____ line spacing key
_____ paper release levers
_____ paper feed knobs
_____ embossing head lever
_____ paper support bar
_____ feed roller
_____ embossing keys: _____ separately and _____ in combination
_____ left paper stop
_____ margin stops
_____ warning bell

_____ 2. Operate the braille writer:

_____ Position braille writer correctly on work surface
_____ Move embossing head to correct positions
_____ Rotate paper feed knob away from self
_____ Pull paper release levers all the way towards self
_____ Hold paper against paper support with one hand and close paper release lever with the other

____ Roll paper into writer until stopped by left paper stop
____ Depress the line spacing key to lock paper position
____ Remove paper from the braille writer

____ 3. Braille the alphabet (circle inaccurate letters)

a b c d e f g h i j k l m n o p q r s t u v w

x y z

____ 4. Braille the upper cell whole-word signs

b = but
c = can
d = do
e = every
f = from
g = go
h = have
j = just
k = knowledge
l = like

m = more
n = not
p = people
q = quite
r = rather
s = so
t = that
u = us
v = very
w = will

x = it
y = you
z = as
ch = child
ou = out
sh = shall
st = still
th = this
wh = which

____ 5. Braille lower cell, whole word signs

be
enough
to

were
his
in

by
was
into

____ 6. Braille one cell upper, whole and part word signs

and
for

of
the

with

____ 7. Braille two cell, initial letter signs

dot 5

day
ever
father
here
know
lord
mother

name
one
part
question
right
some
time

under
work
young
character
ought
there
through
when

dots 4-5

these
those

upon
word

whose

dots 4-5-6

cannot
had

many
spirit

world
their

____ 8. Braille one cell, upper part-word signs

ar
ble
ch
ed
er
gh
ing
ou
ow
sh
st
th
wh

____ 9. Braille one cell, lower, part-word signs

be
bb
con
cc
com
dis
dd
ea
en
ff
gg
in

____ 10. Braille two cell, final letter signs

dots 4-6

-ound
-ance
-sion
-less
-ount

dots 5-6

-ence
-ong
-ful
-tion
-ness
-ment
-ity

dot 6

-ation
-ally

____ 11. Braille short form words

about
above
according
across
after
afternoon
afterward
again
against
almost
already
also
although
altogether
always
because
behind
before
children
conceive
conceiving
could
deceive
deceiving
declare
declaring
either
first
friend
good
great
herself
him
himself
immediate
its
neither
o'clock
oneself
ourselves
paid
perceive
perceiving
perhaps
quick
receive
receiving
rejoice
rejoicing
said
should
such
themselves
thyself

below
beneath
beside
between
beyond
blind
braille
itself
letter
little
much
must
myself
necessary
today
together
tomorrow
tonight
would
your
yourself
yourselves

_____ 12. Braille other braille signs

apostrophe
asterisk
capital sign
cap's
colon
comma
dash
exclamation mark
hyphen
italic sign
double italic sign
letter sign
numeral sign
parentheses
question mark
quotation marks
inner quotation marks
semi colon

_____ 13. Braille Nemath code signs

Numerals

1 2 3 4 5 6 7 8 9 0

Operation signs

$+ \quad - \quad \times \quad \div$

Omission sign and signs of comparison

$\underline{?} \quad = \quad \neq \quad > \quad \geq \quad < \quad \leq$

Set notation

[ ] , ( )

Note: Nemath code notations are to be taught consistent with the student's needs.

Name ______________________ Date ______________

Teacher ______________________ Age ______________

ASSESSMENT OF SLATE SKILLS

Phillip Mangold

Yes No

+ — The student will demonstrate the ability to:

1. Identify equipment

___ ___ 1.1 slate
___ ___ 1.2 stylus
___ ___ 1.3 slate paper

2. Verbally identify several uses of the slate

___ ___ 2.1 note taking
___ ___ 2.2 letter writing
___ ___ 2.3 labeling
___ ___ 2.4 making shopping lists

___ ___ 3. Correctly position paper in slate for writing

___ ___ 4. Properly grip stylus

___ ___ 5. Correctly write the letters and words (an entire line with not more than one mistake. Circle errors)

(1) a (2) c (3) k (4) l (5) all (6) call (7) little
(8) cad (9) lack (10) cab (11) ball (12) fall
(13) m (14) p (15) g (16) h (17) d (18) e (19) u
(20) x (21) v (22) s (23) y (24) z (25) j (26) i
(27) o (28) q (29) r (30) t (31) w

6. Correctly read a braille character and duplicate on the slate

___ ___ 6.1 letters of the alphabet
___ ___ 6.2 braille contractions and signs

___ ___ 7. Correctly write his/her name

___ ___ 8. Correctly write short sentences

___ ___ 9. Correctly write short paragraphs from dictation

10. Composes mentally and writes on slate

___ ___ 10.1 sentences
___ ___ 10.2 paragraphs
___ ___ 10.3 short stories

___ ___ 11. Takes notes from recorded or braille text

___ ___ 12. Takes notes from lecture given in regular class

___ ___ 13. Write at ____________ braille characters per minute.

Instructional Record

This student receives ___________ minutes per week/month of slate and stylus instruction.

Date	Time (in minutes)	Objective	Evaluation

Assessment of Script Writing for the Blind

Rose-Marie Swallow and Sally Mangold

NAME ________________________ DATE ________________

Left Handed ☐ Right Handed ☐ Age ________________

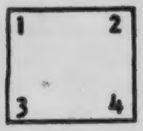
Student is able to:

1. Locate:

1.1 Corners:

upper left upper right

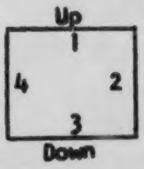
lower left lower right



	Yes	No
1	______	______
2	______	______
3	______	______
4	______	______

1.2 Directions:

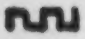
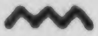
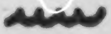
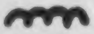
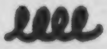
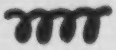
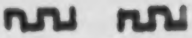
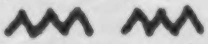
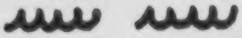
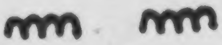
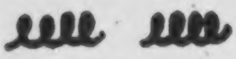
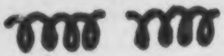
left side right side



	Yes	No
1	______	______
2	______	______
3	______	______
4	______	______

	Yes	No
1.3 Raised Writing Line	______	______
2. Use:		
2.1 Equipment:		
Marks writing guide	______	______
Signature guide	______	______
2.2 Paper		
Raised line paper	______	______
Rough textured paper	______	______
Smooth paper	______	______

3. Hold writing tool:	With Gripper		Without Gripper	
pencil	______	______	______	______
felt-tip pen	______	______	______	______
ball-point pen	______	______	______	______

		Yes	No
4. Write continuous lines:			
Vertical/horizontal			
Zig-zag			
Curvilinear			
points			
mounds			
loops			
ascending			
descending			
5. Write repeated pattern:			
Vertical/horizontal			
Zig-zag			
Curvilinear			
points			
mounds			
loops			
ascending			
descending			
6. Write initials of own name			
7. Sign school work with initials			
8. Write last name			
9. Write first name			
10. Write full name			
11. Sign letters			
12. Sign checks			
13. Write short notes			

14. Letters, numerals and punctuation (Circle those known)

14.1 Recognizes upper case print letters on raised reference sheets

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

14.2 Recognizes lower case print letters on raised reference sheets

a b c d e f g h i j k l m

n o p q r s t u v w x y z

14.3 Write upper case letters

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

14.4 Write lower case letters

a b c d e f g h i j k l m

n o p q r s t u v w x y z

14.5 Write numerals

1 2 3 4 5 6 7 8 9 0

14.6 Write punctuation

. , ; : - __

' " ( ) ! ?

This student receives approximately __________ minutes per week of instruction in handwriting.

This student completes approximately __________ minutes per week of practice in handwriting.

NOTE: AFB's publication, Teaching the Blind Script-Writing by the Marks Method is a useful curriculum guide.

Guide and Manual	$3.25
Manual alone	.25

Name ______________________ School ____________ Grade ________

Teacher ____________ Date ________

Assessment of Script Writing for Low Vision Students

Rose-Marie Swallow

Writing -- all writing objectives use activities and work sheets found in Dubnoff Program 1 (levels 1-3) published by Teaching Resources. The following objectives are based upon this program.

	Yes	No
1. Development of a straight line concept		
1.1 The child is able to draw a vertical line.	____	____
1.2 The child is able to draw a horizontal line.	____	____
1.3 The child is able to draw a cross.	____	____
1.4 The child is able to draw a right oblique line.	____	____
1.5 The child is able to draw a left oblique line.	____	____
1.6 The child is able to draw an oblique cross.	____	____
2. Development of drawing zig-zag line.		
2.1 The child is able to draw zig-zag lines in a regular pattern.	____	____
2.2 The child is able to draw zig-zag lines going from right to left - two out of three trials.	____	____
3. Development of drawing curvilinear lines		
3.1 The child is able to draw curvilinear lines in mound patterns.	____	____
3.2 The child is able to draw curvilinear lines in U-shaped patterns.	____	____
3.3 The child is able to draw curvilinear lines in wave patterns.	____	____
3.4 The child is able to draw circular lines.	____	____
3.5 The child is able to draw looping circular lines.	____	____

	Yes	No
4. Writing letters of alphabet, words, and numerals		
4.1 The child is able to write his name in manuscript form.	____	____
4.2 The child is able to write letters of the alphabet in manuscript form.	____	____
A B C D E F G H I J K L M		
N O P Q R S T U V W X Y Z		
4.3 The child is able to write numerals.	____	____
4.4 The child is able to write in cursive form.	____	____
4.5 The child is able to write letters of the alphabet in cursive form.	____	____
A B C D E F G H I J K L M		
N O P Q R S T U V W X Y Z		
4.6 The child is able to write words in cursive form.	____	____

Name______________________ School________________ Grade____________

Teacher________________ Date____________

TYPING SKILLS ASSESSMENT*

A. Checklist on Mechanics:

1. Machine Parts — Identifies
   - a. Carriage return and line spacer ______
   - b. Cylinder knob, left ______
   - c. Carriage release, left ______
   - d. Line space regulator ______
   - e. Margin set, left ______
   - f. Paper guide ______
   - g. Paper Bail and scale ______
   - h. Paper bail rollers ______
   - i. Cylinder (platen) ______
   - j. Margin set, right ______
   - k. Paper release lever ______
   - l. Carriage release, right ______
   - m. Cylinder knob, right ______
   - n. Printing point indicator ______
   - o. Erasure table ______
   - p. Ribbon spools ______
2. Keyboard Technique and Position — Acceptable
   - a. Position
     - Comfortable, relaxed position directly in front of typewriter ______
     - Feet on floor ______

---

*Adapted from Focus on Individualized Programming for the Visually Handicapped and reprinted with the permission of the Pensylvania Materials Center the Visually Handicapped, 5601 North Front Street, Harrisburg, Pa., 17110, 1977.

Keyboard Technique and Position (Con't)	**Acceptable**
Elbows close to side of body	______
Fingers curved	______
Wrists low but off frame of typewriter	______
Forearms parallel to keyboard slant	______
Chin up (nonvisual learner)	______
b. **Key stroke**	
Finger-reach action with fingers close to keys	______
Quick snap stroke with immediate key release	______
Hands, wrists, arms quiet and relaxed	______
Each key struck with proper controlling finger	______
Rhythmic stroking pattern	______
c. **Continuity and rhythm**	
Carriage returned quickly at end of line	______
New line started without break or pause	______
Eyes on copy (visual learner)	______
Smooth accurate motion from braille page to home keys (nonvisual learner)	______
Uses Strokes place holder (nonvisual learner)	______
d. **Shift key reach**	
Quick little finger reach; other fingers kept in typing position	______
Shift key all the way down as letter is struck	______
Shift key released quickly	______
e. **Space bar action**	
Right thumb on or close to space bar	______
Space bar struck with quick motion	______
Space bar released instantly	______
No pause before or after space bar operation	______

3. Keyboard Insignia (can operate by touch)

a ___ f ___ k ___ p ___ u ___ z ___
b ___ g ___ l ___ q ___ v ___
c ___ h ___ m ___ r ___ w ___
d ___ i ___ n ___ s ___ x ___
e ___ j ___ o ___ t ___ y ___
1 ___ 6 ___ @ ___ & ___ + ___ - ___ ? ___
2 ___ 7 ___ # ___ * ___ ½ ___ _ ___ ; ___
3 ___ 8 ___ $ ___ (___ ¼ ___ ' ___ : ___
4 ___ 9 ___ % ___) ___ ! ___ " ___ , ___
5 ___ 0 ___ ¢ ___ . ___ / ___

Margin release key ___

Backspace key ___

4. Specific Skill Procedures	Acceptable
a. Can insert, align, and remove paper with correct technique	___
b. Can allow for appropriate top/bottom margins	___
c. Can set appropriate right/left margins	___
d. Can demonstrate tabulation procedures correctly	___
e. Can center horizontally	___
f. Can center vertically	___
g. Can use paper correction tape correctly	___
h. Can proofread with appropriate means	___
i. Can type from tape, using earphone and footpedal properly	___
j. Can use other typing aid: ____________________	___

B. Application of Skills (To be evaluated by teacher judgment)

a. Can center titles	___
b. Can underscore words	___

Application of Skills (To be evaluated by teacher judgment)	Acceptable
c. Can type outline in proper form	______
d. Can type personal letter in proper form	______
e. Can type business letter in proper form	______
f. Can type postcards	______
g. Can address envelope correctly	______
h. Can fold paper correctly for insertion in envelope	______
i. Can type original composition in form appropriate for classroom teacher	______
j. Can type checks	______
k. Can remove and/or replace typewriter from carrying case	______
l. Can use carbon paper	______
m. Can type ________ words per minute	______

Name ______________________________ Date ____________

School ______________________________ Grade ____________

ASSESSING TYPING SKILLS OF VISUALLY HANDICAPPED STUDENTS

Sally and Phil Mangold

Student is able to:

_____ 1. identify a typewriter

_____ 2. identify the parts of a typewriter

    _____ space bar
    _____ letter keys
    _____ carriage knobs
    _____ carriage
    _____ carriage return lever
    _____ carriage release level
    _____ platen
    _____ paper bail and scale
    _____ paper bail rollers
    _____ shift keys
    _____ tab set and clear keys
    _____ margin sets
    _____ paper guide
    _____ paper release
    _____ line adjustment lever
    _____ back spacer
    _____ printing point indicator
    _____ ribbon spools/cartridge

_____ 3. set paper guide at zero

_____ 4. insert the paper

_____ 5. use paper release when straightening paper

_____ 6. set appropriate margin

_____ 7. set appropriate tabs

_____ 8. demonstrate proper typing posture

_____ 9. locate home keys

_____ 10. type alphabet letters at random when given verbal stimulus

a _ b _ c _ d _ e _ f _ g _ h _ i _ j _ k _ l _ m _

n _ o _ p _ q _ r _ s _ t _ u _ v _ w _ x _ y _ z _

_____ 11. type spelling words

grade one _____ grade two _____ grade three _____ grade four _____

grade five _____ grade six _____ grade seven _____ grade eight _____

_____ 12. type simple sentences from dictation

_____ 13. type punctuation marks:

_____ period

_____ question

_____ comma

_____ quotation marks

_____ semi-colon

_____ colon

_____ exclamation

_____ hyphen

_____ parentheses

_____ dash

_____ 14. type numerals:

1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _ 0 _

_____ 15. type paragraphs:

_____ from dictation

_____ by copying

_____ type original composition

_____ type in outline form

_____ multi-column format

_____ underscore words

_____ address envelopes

_____ type postcards

_____ type letters using appropriate format

_____ type checks

_____ remove and/or replace typewriter in carrying case

_____ use carbon paper to make copy

_____ type at _____ words per minute using the following

sentence ____

3.1 Assessment of Spatial Reasoning and Fine-Motor Control

In the blind child a developmental lag in the acquisition of fine-motor control is often observed. This is due mainly to 1) the lack of a direct model to observe or 2) the lack of appropriate manipulative activities. Spatial reasoning has its beginnings in form constancy. This checklist assesses the child's spatial reasoning and fine-motor control in relationship to block building and following block design cards, formboards and puzzles, paper-crayon and other visual-motor skills. The more common visual-motor learning sequences have been used to construct the checklist. Since the learning sequences for pegboards, bead stringing, coloring, cutting, tying and pouring are included, the V.H. teacher can determine the child's functional level and then use the next item as the instructional objective.

3.2 Gross-Motor Assessment

This teacher checklist evaluates the child's motor capacities and abilities. Many neuromuscular acts require balance and coordination, while proficient motor movements require muscular strength, agility, rhythm and endurance. These skills often need to be taught to V.H. students.

3.3 Body Image Screening For Blind Children

This screening inventory measures body planes, body parts, body movements, laterality and directionality. Three subcomponents, each with five activities are included under the five main headings. It is easily administered and has proven to be an excellent measure of the child's conceptual development particularly at the concrete level.

3.4 Piaget Right-Left Awareness Test

This test measures the child's ability to differentiate right and left, either on oneself or on others. It assesses the lateral awareness of one's own body and the spatial orientation of objects to other objects. Some tasks require reversibility of spatial thinking.

3.5 Orientation and Mobility Concept Assessment

V.H. children like this assessment checklist because it consists of fifty-nine commissions which they follow in consecutive order. The tasks range from body parts and body planes to directional, spatial, and relational concepts. The setting is a large room around which the child moves while being video-taped (not necessary, but nice). And afterwards the child can watch himself on T.V.!

Student ________________________ Grade ____________ Date ____________

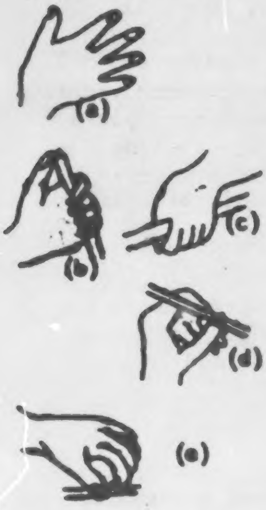
School ________________________ Vision ____________ Age ____________

ASSESSMENT OF SPATIAL REASONING AND FINE-MOTOR SKILLS

Rose-Marie Swallow

Date Completed

________ 1. Grasping behaviors developed



____ palmer grasp (a)
____ dagger grasp (b)
____ shovel grasp (c)
____ scissor grasp (d)
____ pincer grasp (e)

Using fasteners & locks

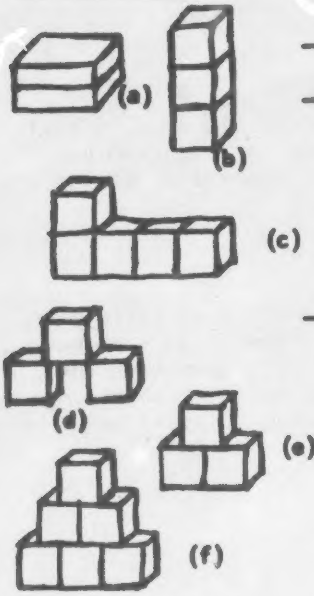
____ buttons
____ snaps
____ zippers
____ door knobs

____ screw-top lids
____ key lock
____ click lock
____ soda pop tops

Using tools effectively

____ scoop
____ hammer
____ pliers
____ screwdriver
____ nuts and bolts

________ 2. Building with blocks for seriation



____ makes piles with blocks

____ vertical stacking - towers with

____ flat blocks (a)

____ one inch cubes (b) ____ number towered

____ rectangular blocks

____ block designs from models

____ Train (c)

____ imitates pushing
____ aligns two cubes
____ adds chimney

____ bridge (d)

____ steps (e & f)

____ imitates bridge
____ bridge from model
____ two steps or
____ three steps in how
____ many seconds?

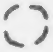
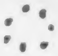
Date Completed

- ____ independently follows block design cards
- ____ graduated toys
  - ____ pyramid rings
  - ____ nesting blocks
  - ____ barrels with screw-tops
- ____ seriation activities
  - ____ orders sticks of varying lengths
  - ____ size sequencing using pictures
  - ____ completes multiple seriation tasks

__________ 3. Formboards and puzzles

- ____ Gessell ○ △ □
- ____ Seguin, ____ seconds to complete
- ____ inserts single, whole forms, i.e., animal
- ____ completes simple wooden puzzles
- ____ follows parquetry designs
- ____ completes picture puzzles

__________ 4. Marking with ____ crayon, ____ pencil or ____ flow pen

- ____ scribble
  - ____ random scribbling
  - ____ push-pull
  - ____ circling
  - ____ named scribbling
  - ____ emergence of schema
- ____ stencil or ____ trace design
- ____ perceptual-motor closure 
- ____ dot-to dot 
- ____ imitates teacher

Date Completed

____ copy from model

____ vertical stroke |

____ horizontal stroke —

____ cross +

____ diagonal, ____ \ , ____ /

____ zig-zag /\/\/\/

____ curvilinear

____ circular ( )

____ wavy ∿∿∿

____ makes designs from memory

__________ 5. Pegboard pattern cards

____ vertical and horizontal lines

____ closed forms made of vertical and horizontal

____ two closed forms, nonintersecting

____ diagonal line segments

____ two or more closed forms separated by space

____ intersecting closed forms

____ closed forms, set in from edge of board

____ patterns shown by dots and lines

____ patterns shown by lines only

____ picture designs, e.g., boat, flower, or apple

__________ 6. Stringing beads from design cards

____ one size, one shape, two colors or textures

____ two sizes, one shape, one color or texture

____ two sizes, one shape, two colors or textures

____ one size, two shapes, two colors or textures

____ one size, two shapes, three colors or textures

Date Completed

Stringing beads from design cards (Continued)

____ two sizes, one shape, three colors or textures

____ two sizes, two shapes, two colors or textures

____ two sizes, two shapes, three colors or textures

____ two sizes, three shapes, three colors or textures

____ can sequence beads following pattern cards

____ can classify by ____ two colors

____ two sizes

____ two shapes or textures

______________ 7. Coloring

____ hold and use crayon with ease

____ fill in a closed form

  ____ with overflow

  ____ without overflow

____ color a printed shape

  ____ starts at center

  ____ starts at edge

____ stay within two parallel lines

____ color a printed picture

____ draw a picture

  ____ two-dimensional

  ____ coordination of perspectives

Date Completed

__________ 8. Cutting with scissors

____ cutting skills

____ fringe edge of paper, Single snip

____ cut on straight lines, ____ w/o points

____ out out spirals

____ cut on wavy lines

____ cutting forms

____ rectangular

____ triangular

____ circular

____ design cutouts

__________ 9. Pasting and folding

____ randomly applies glue

____ applies glue with forethought

____ randomly places shape onto paper

____ glues patterns using cut shapes

____ makes pictures with shapes

____ folds paper in half

____ folds paper in thirds

__________ 10. Lacing

____ overhand stitch

____ over and under stitch through punched holes

____ completes designs on lacing cards

____ works with lacing shoe

____ laces own shoes independently

Date Completed

_____________ 11. Tying

_____ ties knot

_____ ties overhand bow

_____ ties own shoe strings

_____ wraps and ties packages with string

_____________ 12. Pouring: _____ rice, _____ sand, _____ liquid

_____ from container to container

_____ from faucet to cup

_____ from pitcher to glass

_____ to a marked line

_____ measures and combines ingredients, e.g., punch

_____ conservation of liquids

Name ______________________________ Date ____________________

GROSS MOTOR ASSESSMENT

Child can do the following:

Body and Spatial Awareness

_____ identify by showing the following facial parts: mouth, nose, eyes, hair, ears, cheek, chin, eyebrows, lips, eyelashes
_____ identify body parts: head, hands, stomach, back, arm, legs, toes, thumb, fingers, thigh, shoulders, ankles, knees, elbow, wrist
_____ identify body planes: front, back, sides (right, left)
_____ move forward, backwards, sideways, up, down
_____ describe another's spatial perspective (e.g. another's back, right and left) with ease.
_____ go over, under and between a series of obstacles without making contact with obstacles.

Balance (Static and Dynamic)

_____ maintain balance on knees and hands
_____ stand in heel-toe position for 5 seconds
_____ stand on dominant leg for 5 seconds (eyes opened, eyes closed)
_____ walk a line for 6 feet
_____ walk a balance beam

Axial Movements

_____ stretch
_____ bend
_____ twist
_____ hang

_____ push
_____ pull
_____ lift and lower heavy objects, i.e. chair
_____ turn

Locomotor Movements

_____ walk between 2 parallel lines
_____ walk up stairs alternating feet (3-4 yrs) (unassisted)
_____ walk down stairs alternating feet (4-5yrs.) (unassisted)
_____ walk tip toe for 6 feet
_____ jump from standing position
_____ start and stop with body control
_____ pivot and change directions with body control

_____ run
_____ slide
_____ gallop
_____ hop
_____ leap
_____ skip
_____ follow rhythmic patterns

Manipulative Skills (Has child established dominance?)

Yes or No
Eye-hand
_____ roll a ball by pushing it.
_____ throw a ball overhand: one hand, 2 hands
_____ throw a ball underhand: one hand, 2 hands
_____ catch a ball thrown by other
_____ catch a ball thrown by self
_____ bounce a ball 3 consecutive times

Yes or No
Foot-eye
_____ kick a stationary object
_____ kick a moving object
_____ push an object from one point to another

Playground Skills

_____ use appropriately the following playground equipment:
____climbing bars, _____horizontal ladder, _____slide, _____swings.
_____ run sequential bases in diamond games - e.g. sockball, softball
_____ jump rope: ____ underhand, _____overhand, ____turned by self, ___turned by others
_____ play circle games (e.g. dodgeball)
_____ throw ball in basket

FINE MOTOR ASSESSMENT

Child can do the following:

_____ cut with scissors
_____ trace lines
_____ copy geometric shapes
_____ form letters
_____ use lines correctly in writing

_____stay within lines when coloring
_____string beads
_____put on sweater or jacket
_____ fasten sweater or jacket
_____ lace
_____ tie shoe laces

RS/1978

Name ______________________ School ________________ Grade ____________

Teacher ________________ Date ______________

BODY-IMAGE SCREENING TEST FOR BLIND CHILDREN*

by Bryant J. Cratty and Theresa A. Sams

I. BODY PLANES

A. IDENTIFICATION OF BODY PLANES (Child is standing)

Behavior

1. Touch the top of your head ______
2. Touch the bottom of your foot ______
3. Touch the side of your body ______
4. Touch the front of your body (of "stomach") ______
5. Touch your back ______

B. BODY PLANES IN RELATIONS TO EXTERNAL, HORIZONTAL AND VERTICAL SURFACES
(Child is lying/standing on a mat)

1. Lie down on the mat so that the side of your body is touching the mat ______
2. Now move so that your stomach or the front of your body is touching the mat ______
3. Now move so that your back is touching the mat ______
4. Here, touch the wall with your hand, now move so that your side is touching the wall ______
5. Here, touch the wall with your hand, now move so that your back is touching the wall ______

C. OBJECTS IN RELATION TO BODY PLANES
(Child is seated in a chair with a box)

1. Place the box so that it touches your side ______
2. Place the box so that it touches your front (or your stomach) ______
3. Place the box so that it touches your back ______
4. Place the box so that it touches the top of your head ______
5. Place the box so that it touches the bottom of your foot ______

II. BODY PARTS

A. BODY PART IDENTIFICATION, SIMPLE
(Child is seated in a chair)

1. Touch your arm ______
2. Touch your hand ______
3. Touch your leg ______
4. Touch your elbow ______
5. Touch your knee ______

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*Reprinted with the permission of the American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

B. PARTS OF THE FACE (+ or -)
(Child is seated in a chair)

1. Touch your ear ____
2. Touch your nose ____
3. Touch your mouth ____
4. Touch your eye ____
5. Touch your cheek ____

C. PARTS OF THE BODY: COMPLEX (LIMB PARTS)
(Child is seated in a chair)

1. Touch your wrist ____
2. Touch your thigh ____
3. Touch your upper arm ____
4. Touch your forearm ____
5. Touch your shoulder ____

D. PARTS OF THE BODY (HANDS-FINGERS)
(Child is seated in a chair)

1. "Hold-up" your thumb ____
2. "Hold-up" your (first) pointer finger ____
3. "Hold-up" your little (pinkie) finger ____
4. "Hold-up" your big (middle) finger ____
5. "Hold-up" your ring finger ____

III. BODY MOVEMENTS

A. MOVEMENTS OF THE BODY: TRUNK MOVEMENT WHILE FIXED
(Child is standing)

1. Bend your body slowly backwards (or "away") from me. . . stop ____
2. Bend your body slowly forward (or toward the front) toward me. . . stop ____
3. Bend your body slowly to the side. . . stop ____
4. Bend your knees and slowly squat down. . . stop ____
5. Rise upon your toes. . . stop ____

B. GROSS MOVEMENTS IN RELATION TO BODY PLANES
(Child is standing)

1. Walk forward toward me. . .stop ____
2. Walk backward away from me. . .stop ____
3. Jump up. . .stop ____
4. Move your body to the side by stepping sideways. . .stop ____
5. Move sideways to the other side. . .stop ____

C. LIMB MOVEMENT
(Child is standing/lying [illegible] mat)

1. Bend one arm at the elbow ____
2. Lift one arm high in the air, while in a back lying position ____
3. Bend one knee in a back lying position ____
4. Bend one arm in a back lying position ____
5. Straighten your arm in a back lying position ____

IV. LATERALITY

A. LATERALITY OF BODY: SIMPLE DIRECTIONS (+ or -)
(Child is seated in a chair)

1. Touch your right knee ______
2. Touch your left arm ______
3. Touch your right leg ______
4. Touch over slowly and touch your left foot ______
5. Touch your left ear ______

B. LATERALITY IN RELATION TO OBJECTS
(Child is seated in a chair with a box)

1. Place the box so that it touches your right side ______
2. Place the box so that it touches your right knee ______
3. Hold the box in your left hand ______
4. Bend down slowly and place the box so that it touches your right foot ______
5. Hold the box in your right hand ______

C. LATERALITY OF BODY: COMPLEX DIRECTIONS
(Child is seated in a chair)

1. With your left hand touch your right hand ______
2. With your right hand touch your left knee ______
3. With your left hand touch your right ear ______
4. With your right hand touch your left elbow ______
5. With your left hand touch your right wrist ______

V. DIRECTIONALITY

A. DIRECTIONALITY IN OTHER PEOPLE
(Child is standing. Tester is seated facing child. The child's hands are placed on the tester's body parts)

1. Tap my left shoulder ______
2. Tap my left hand ______
3. Tap my right side ______
4. Tap my right ear ______
5. Tap the left side of my neck ______

B. THE LEFT AND RIGHT OF OBJECTS
(Child is seated in a chair with a box)

1. Touch the right side of the box ______
2. Touch the left side of the box ______
3. With your left hand touch the right side of the box ______
4. With your right hand touch the left side of the box ______
5. With your left hand touch the left side of the box ______

C. LATERALITY OF OTHERS: MOVEMENTS
(Child is standing)

1. (Tester is seated with the child. The child's hands are placed on the tester's shoulders)
   Am I bending to my right or left? (Bend right) ______

(+ or -)

2. (Tester is seated with the child. Child's hands are placed on the tester's shoulders.)
   Am I bending right or left? (Bend left) ______
3. (Tester is seated with his back to the child. The child's hands are placed on the tester's shoulders)
   Am I bending to my right or left? (Bend left) ______
4. (Tester is seated with his back to the child. Child's hands are placed on the tester's shoulders.)
   Am I bending to my right or left? (Bend right) ______
5. (Tester is standing with his front to child. Child stands still.)
   Am I moving to my right or left? (Move left) ______

Observational Notes:

Evaluation Results:

Programming Recommendations:

PIAGET RIGHT-LEFT AWARENESS TEST

NAME: ______________________________ DATE: ______________________

AGE: ___________

Many children demonstrate an inability to differentiate between left and right,either on themselves or in the mirror position. This difficulty is more common for girls than boys and more common among left-handers than right-handers. It is also more common among children who demonstrate arithmetic difficulties. Refer to: Belmont, Lillian, and Herbert G. Birch, "Lateral Awareness and Reading Disability", Child Development, V. 31, #1 (1965), 57-71.

INSTRUCTIONS: Use a plus (+) for correct response. Use a minus (-) for incorrect response.

PRE-TEST	POST-TEST		
___	___	A.	Show me your right hand
___	___		Now show me your left hand
___	___		Show me your right leg
___	___		Now show me your left leg
		B.	(Sit opposite the child)
___	___		Show me my right hand
___	___		Now show me my left hand
___	___		Show me my right leg
___	___		Now my left leg
		C.	(Place a coin on the table left of a pencil in relation to child)
___	___		Is the pencil to the right or to the left?
___	___		And the penny, is it to the right or to the left?
			(Have the child go around to the opposite side of the table)
___	___		Is the pencil to the right or to the left?
___	___		And the penny, is it to the right or to the left?
		D.	(Sit opposite the child with a coin in your right hand and a bracelet or watch on your left arm)
___	___		You see this penny. Have I got it in my right hand or in my left?
___	___		And the bracelet, is it on my right arm or my left?
		E.	(Place three objects in front of the child: a pencil to the left, a key in the middle, and a coin to the right)
___	___		Is the pencil to the left or to the right of the key?
___	___		Is the pencil to the left or to the right of the penny?
___	___		Is the key to the left or to the right of the penny?
___	___		Is the key to the left or to the right of the pencil?
___	___		Is the penny to the left or to the right of the pencil?
___	___		Is the penny to the left or to the right of the key?

NORMS FOR THE PIAGET RIGHT-LEFT AWARENESS TEST

AGE	ITEMS PASSED BY 75% OF AGE	AGE	ITEMS PASSED BY 75% OF AGE
5	A	8	A, B, C, D
6	A	9	A, B, C, D
7	A,C	10	A, B, C, D
		11	A, B, C, D, E

Orientation and Mobility Concept Assessment

Margaret Hutchinson
Mobility Instructor
Los Angeles County Superintendent of Schools

Name: ______________________________ Date ______________

School: ______________________________ Age ______________

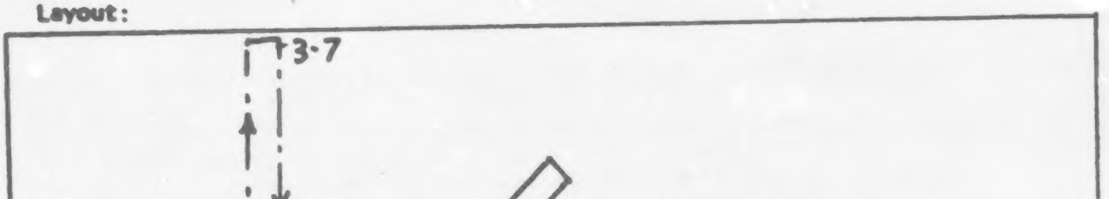
Directions: Set up room and assemble equipment.
Score: use a + when item is passed
use a - when item is failed

Items: Asterisk * indicates that the teacher should reposition the student, if necessary.

Items in parentheses ( ) may be omitted if the student responds correctly to first command.

Equipment: This test was designed to be used with a video tape recorder. Equipment needed: two rectangular tables, two chairs, two 6" x 6" boxes, two cups, one waste basket The diagram below shows how the room is to be set up.

Layout:



_____ 1. Walk forward.

_____ 2. Turn left.

_____ 3. Go forward (to the wall).*

_____ 4. Touch the wall with your hand.

_____ 5. Put your side against the wall.

_____ 6. Put your back against the wall.

_____ 7. Walk next to the wall.

_____ 8. Go to the trash can.

_____ 9. Go around the trash can.

_____ 10. Face me.

_____ _____ 11. Touch the top of your head.

_____ 12. Touch your foot.

_____ _____ 13. Touch the back of your head.

_____ 14. Touch the side of your body.

_____ 15. Touch the bottom of your foot.

_____ 16. Touch your front.

_____ 17. Hold up your left hand.

_____ 18. Touch your back.

_____ 19. Walk backward (away from me); stop.

_____ 20. Walk forward (toward me); stop.

_____ _____ 21. Lie down on your back.

_____ 22. Lie on your stomach.

_____ 23. Stand up.

_____ 24. Step sideways.

_____ _____ 25. Lean backwards.

_____ _____ 26. Lean forwards.

_____ _____ 27. Lean to the side.

_____ _____ 28. Go around the table farthest from you; stop.

_____ 29. Walk to the end of the table that has the boxes on it.

_____ 30. Move to the closest box.

_____ 31. Take the cup out of the box.*

_____ 32. Put the cup under the table.

_____ 33. Move to the other box.

_____ 34. Take the cup out.

_____ 35. Place the cup on the table.

_____ _____ 36. Take both cups and put them between the boxes.

_____ 37. Place a cup in the box on your left.

_____ 38. Hold the other cup.

_____ 39. Put it under the other box.

_____ _____ 40. Put your left side against the table..

_____ 41. Come toward me; stop.

_____ 42. Point to the camera.

_____ 43. Point down.

_____ 44. Point up.

_____ 45. Hold up your right hand.

_____ 46. Go to the chairs.

_____ _____ 47. Sit on the chair nearest the table.

_____ 48. Stand between the chairs.

_____ 49. Sit on the chair at your left.

_____ 50. Stand behind the chair.

_____ 51. Sit on the other chair.

_____ _____ 52. Touch your right knee.

_____ _____ 53. Touch your left arm.

_____ _____ 54. Touch your right leg.

____ ____ ____ ____ 55. Bend over slowly and touch your left foot.

____ ____ ____ ____ 56. Touch your left ear with your left hand.

____ ____ ____ ____ 57. Touch your right shoulder with your right hand.

____ ____ ____ 58. Touch your eye, nose and mouth in that order.

____ ____ ____ ____ 59. Touch your left knee with your right hand.

VOCATIONAL SKILLS

4.1 Vocational Skills Checklist, Elementary and Secondary Level

The V.H. teachers in San Mateo, California, have put together a useful checklist on vocational skills. The primary level assesses personal information, time concepts, telephone skills, money concepts, survival skills, job awareness and personal organization. Grade 4-6 assesses use of the telephone, telephone book, public transportation and career exploration. Grades 7-9 looks at study skills, shopping, grooming and pre-vocational skills. At the high school level all these areas are expanded, and in addition, include social skills, money management and various specific job skills.

4.2 A Checklist for Informal Evaluation of Pre-Vocational Skills

This checklist looks at personal development, vision, daily living skills, orientation and mobility, communication skills, work adjustment and related skills, basic manipulative skills, life experience, and a section for college-bound students.

VOCATIONAL SKILLS CHECKLIST - ELEMENTARY GRADES *

K - 3	Yes	No	Comments
Personal Information:			
First and last name			
Address			
Phone number			
Where to reach parent in case of emergency			
Time Concepts:			
Knows: days of week			
months			
year			
concepts of past, present, future			
Telephone skills:			
Dials Phone			
Dials information			
Reaches emergency services			
Speaks clearly on phone			
Makes personal calls			
Money:			
Identifies coins			
Identifies denominations of currency			
Makes change			
Knows that money is exchanged for goods and services			
Survival skills:			
Locates public restrooms			
Knows what to do if lost			
Safely uses stairs, elevators, escalators			
Mails a letter			
Reads and understands common signs			

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* By Teachers of the Visually Handicapped, San Mateo School District, 1978.

K-3(continued)

Awareness of Community Services and the Jobs people do within them	Yes	No	Comments
what family members do for work			
police			
fire			
doctors/nurses			
postal employees			
storekeepers/clerks			
service technicians (phone co. PGE, Etc.)			
school personnel			
other			
Personal Organization and Responsibility:			
Keeps desk and personal area neat			
Locates own objects			
Turns school work in on time			
other			
Elementary Grades 4-6			
Use of telephone book			
Uses white pages with use of magnifier if necessary			
Uses yellow pages to locate services			
Telephone			
Dials long distance			
Locates and uses area codes			
Makes collect calls			
Uses public telephone			
Calls to solicit information			
Takes accurate messages over phone			

	Yes	No	Comments
Money			
Can purchase items in store			
Makes change			
Knows about sales tax			
Computes sales tax			
Works for allowance at home			
Folds paper money if necessary			
Understands savings accounts			
Is aware of different methods of public transportation			
Career exploration 4-6			
Is aware of categories of job skills			
Professional			
Skilled			
Semi-skilled			
Unskilled			
General Skills			
Alphabetizes			
Uses dictionary			
Reads simple graphs			
Reads simple maps			
Reads and orders from menus			

Grades 7-9

Behaviors which indicate responsibility	Yes	No	Comments
Is on time to class			
Shows up for appointments			
Knows class schedule			
Copes with schedule change			
Keeps assignment notebook			
Turns assignments in on time			
Does work neatly			
Shopping			
Makes minor purchases independently			
Shops for own clothes			
Is aware of different types of stores			
Personal Grooming			
Washes hair when necessary			
Brushes teeth			
Cares for skin			
Plans what to wear for school			
Dresses appropriately for school			
Pre-vocational skills			
Follows directions			
Will volunteer for task			
Accepts responsibility			
Behaves according to social/school rules			
Completes tasks with little reinforcement			
Seeks help if unable to complete task			
Can independently evaluate own work			
Accepts criticism, implements suggestions			
Identifies jobs they might possibly be interested in			

High School (Continued)

	Yes	No	Comments
Telephone skills			
Takes accurate messages			
Orders over phone			
Places calls to request: services			
get information			
bus/train/plane schedules			
schedule medical/dental appt.			
Organizational skills			
Has independent means to arise in A.M.			
Uses library and returns books on time			
Completes work in time allowed			
Plans afternoon or weekend activities			
Keeps track of hours worked			
Volunteer experiences			
Participates in school organizations			
Has done volunteer work			
Babysits			
Has duties at home			
Organizations outside of school			
Personal information card			
Address and zip code			
Area code and phone			
Social security number			
birth place			
mother's maiden name			
employer			
salary			
references			
education and experience			

High School	Yes	No	Comments
Personal Appearance:			
Has clean hair			
Cares for skin			
Brushes teeth			
Cares for hands and nails			
Body odor?			
Clothing clean			
Clothing appropriate for job/school			
Social Skills			
Follows school rules and regulations			
Controls anger			
Is loud or boisterous			
Admits mistakes			
Keeps promises			
Interacts with peers			
Interacts with authority figure			
Solicits necessary information			
Maintains eye contact when speaking or being spoken to			
Use of transportation			
Uses: buses			
trains			
taxis			
rapid transit			
airplanes			
Plans routes using all of the above			
Obtains information about fares, schedules			
Estimates amount of time required to arrive for scheduled appointment			
Is aware of discount services for handicapped			
Makes reservations: plane, hotel			

High School (Continued)

	Yes	No	Comments
Forms			
Knows personal information			
Can locate or order birth certificate			
Knows social security number			
Has drivers license or identity card number from DMV			
Can fill out forms for: Credit			
Schools or colleges			
Social services			
Jobs			
Money			
Knowledge of: checking acount			
Can write checks			
Make deposits/withdrawals			
Balances checkbook			
Paychecks: Can compute wages			
Deductions			
overtime			
Savings: how to open account			
has own account			
Can purchase travelers checks			
Works out simple budget			
Credit: loans			
charge cards			
kinds and rates of interest			
Income tax: Can fill out Form 1040 A			

High School (continued)

	Yes	No	Comments
Insurance knowledge			
Workmans compensation			
Social Security system			
State disability			
Life			
Medical/dental			
Specific Job Skills			
Knows sources of job training:			
School placement offices			
College			
Regional Occupational Planning			
Work experience programs			
State Rehabilitation Services			
High school courses			
Apprenticeships			
Private schools			
Trade schools			
Sets up Rehab file if applicable			
Locates local office/arranged appt.			
sets up file/obtains counselor			
Knows services available			
Knowledge of work laws			
Work permits			
minimum wage			
rights of the handicapped			
Office Skills: Can Student:			
Type			
File			
Use Aoding Machine			
Use calculator			

High School (continued)

	Yes	No	Comments
Realistic Knowledge of Marketable Skills			
After observation, determines area of interest			
Is aware of skills possessed			
determines job possibilities			
identifies skills needed for job			
determines need for additional training			
determines job related information: wages, benefits, hours, location, duties			
If student is college bound			
Registers for and takes entrance tests			
Knows class schedule			
Takes appropriate courses for degree			
Can register for classes			
Can obtain; books or tapes			
Locates tutors or readers			
Job Seeking Skills			
Determines how to get a job interview:			
Uses want ads			
School placement services			
Private employment agency			
Personnel officer in large company			
Dept. of Human Resources Development			
Civil Service			
Interview:			
Speaks clearly and concisely			
Dresses appropriately for interview			
Has some knowledge of role playing techniques and can demonstrate a variety of roles during fictitious interview			

A CHECKLIST FOR INFORMAL EVALUATION OF PRE-VOCATIONAL SKILLS

Rachel Isaac

SECTION I. OVERVIEW

	Have these areas been			
	formally assessed	informally assessed	both	neither
1. Interests				
2. Aptitudes				
3. Potentials				

SECTION II. PERSONAL DEVELOPMENT

	Adequate Skill or Adjustment	Needs Assistance and/or Improvement	Dependent or Lacking Skill
1. Presentation			
good posture			
pleasing voice quality			
appropriate facial/body gestures			
2. Dresses appropriately			
3. Good grooming and Personal hygiene			
4. Relationships with peers			
5. Relationships with adults			
6. Poise and emotional control			
7. Acceptance of handicap			

SECTION III. VISION

	Yes	No
1. Has properly fitted lenses		
2. Wears lenses		
3. Uses low vision efficiently		

SECTION IV. DAILY LIVING SKILLS

	Adequate Skill or Adjustment	Needs Assistance and/or Improvement	Dependent or Lacking Skill
1. Basic math concepts			
2. Handles personal budget			
3. Handles making change			
4. Shops for food and clothes			
5. Cares for own clothing			
6. Makes own lunch			
7. Uses pay telephone telephone			
8. Handles banking; can at least cash checks			
9. Can use coin-operated machines			
10. Makes use of appropriate mechanical aids (e.g., Braille watch)			

SECTION V. ORIENTATION AND MOBILITY

	Adequate Skill or Adjustment	Needs Assessment and/or Improvement	Dependent or Lacking Skill
1. Travels in and around home			
2. Travels in and around school			
3. Travels in familiar places independently using some type of mobility aid			
4. Travels in unfamiliar places independently using some type of mobility aid			
5. Uses public transit			
6. Crosses streets safely			

SECTION VI. COMMUNICATION SKILLS

	Adequate Skill or Adjustment	Needs Assessment and/or Improvement	Dependent or Lacking Skill
1. Braille reading and writing			
2. Script Writing			
3. Typewriting			
4. Oral communication			
5. Uses low vision aids in reading			
6. Uses electronic media (T.V., recorders, etc.)			

SECTION VII. WORK ADJUSTMENT/RELATED SKILLS

	Good	Fair	Poor
1. Self-confidence	________	________	________
2. Working well with others	________	________	________
3. Accepts responsibility	________	________	________
4. Accepts direction	________	________	________
5. Is motivated to work at gainful employment	________	________	________
6. Can evaluate own work	________	________	________

	Yes	No
1. Can fill out job application	________	________
2. Can write name, address and telephone number	________	________
3. Knows name, address and telephone number	________	________
4. Knows about social security number	________	________

	Yes	No
Has realistic vocational/occupational goals?	________	________

SECTION VIII. BASIC MANIPULATIVE SKILLS

	Skilled	Needs Help	Lacks Skill
1. Assembly			
2. Collating			
3. Counting			
4. Using Scissors			
5. Stapling			
6. Rubber-banding			
7. Folding			
8. Glueing			
9. Measure with a ruler			
10. Sort by shape			
11. Sort by size			
12. Sort by color			
13. Tying			
14. Weighing			

SECTION IX. LIFE EXPERIENCE

	Yes	Limited	No
1. Has the student had regular responsibilities at home (e.g., caring for room, helping with kitchen and lawn, helping with laundry)?	____	____	____
2. Does the student assist in family duties outside the home (e.g., shopping, mailing letters)?	____	____	____
3. Has the student participated with peers in such school activities as P.E., industrial arts and science laboratory in a setting integrated with "non-handicapped" students?	____	____	____
4. Does the student participate in integrated (with "non-handicapped") activities outside of school?	____	____	____
5. Does the student have leisure-time interests and hobbies?	____	____	____

SECTION X. THE COLLEGE-BOUND STUDENT

	Good	Fair	Poor
1. Study habits	____	____	____
2. Informed about reading and research aides	____	____	____
3. Taking notes	____	____	____
4. Has a realistic goal	____	____	____

Name ______________________ School ______________________ Grade __________

Date ______________________ Age __________ Teacher ______________________

PUPIL BEHAVIOR RATING SCALE*

by Charles High

An important technique for assessing children to determine their appropriate placement in regular classes is the Pupil Behavior Rating Scale. You are asked to rate each student in these five areas of learning and behavior by checking the most accurate description of the child's behavior. The following five areas are assessed:

I. Auditory comprehension and listening

In this section, you evaluate the pupil as to his ability to understand, follow, and comprehend spoken language in the classroom. Four aspects of comprehension of language activities are to be evaluated.

II. Spoken language

The child's oral speaking abilities are evaluated through the five aspects comprising this section. Use of language in the classroom and ability to use vocabulary and language in story form are basic to this ability.

III. Orientation

The child's awareness of himself in relation to this environment is considered in the four aspects of learning that make up this section. You are to rate the child on the extent to which he has attained time concepts, knowledge of direction, and concepts of relationships.

IV. Behavior

The eight aspects of behavior comprising this section relate to the child's manner of participation in the classroom. Self-discipline in relation to himself (i.e., ability to attend) as well as in relation to others is critical to your rating in this section.

V. Motor

The final section pertains to the child's balance, general coordination, and use of hands in classroom activities. Three types of motor ability are to be rated: General Coordination, Balance, and Manual Dexterity. Rate each type independently because a child may have no motor difficulties, only one type of difficulty, or any combination of those listed.

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*Adapted from a project developed under Research Grant, USPHS Contract 108-65-42, Bureau of Neurological and Sensory Diseases. Reprinted with the permission of Charles High, Director of Pupil Personnel Services, Aurora Public Schools, Aurora, Colorado, 2/24/78.

I. AUDITORY COMPREHENSION AND LISTENING

A. ABILITY TO FOLLOW DIRECTIONS

Behavior

1. Always confused; cannot or is unable to follow directions. ______
2. Usually follows simple oral directions but often needs individual help ______
3. Follow directions that are familiar and/or not complex ______
4. Remembers and follows extended directions ______
5. Unusually skillful in remembering and following directions ______

B. COMPREHENSION OF CLASS DISCUSSION

1. Always inattentive and/or unable to follow and understand discussions ______
2. Listens but rarely comprehends well; mind often wanders from discussion ______
3. Listens and follows discussions according to age and grade ______
4. Understands well and benefits from discussions ______
5. Becomes involved and shows unusual understanding of material discussed ______

C. ABILITY TO RETAIN ORALLY GIVEN INFORMATION

1. Almost total lack of recall; poor memory ______
2. Retains simple ideas and procedures if repeated often ______
3. Average retention of materials; adequate memory for age and grade ______
4. Remembers procedures and information from various sources; good immediate and delayed recall ______
5. Superior memory for both details and content ______

D. COMPREHENSION OF WORD MEANINGS

1. Extremely immature level of understanding ______
2. Fails to grasp simple word meanings; misunderstands words at grade level ______
3. Good grasp of grade level vocabulary for age and grade ______
4. Understands all grade level vocabulary as well as higher level word meanings ______
5. Superior understanding of vocabulary; understands many abstract words ______

II. SPOKEN LANGUAGE

A. ABILITY TO SPEAK IN COMPLETE SENTENCES USING ACCURATE SENTENCE STRUCTURE

	Behavior
1. Always uses incomplete sentences with grammatical errors	______
2. Frequently uses incomplete sentences and/or numerous grammatical errors	______
3. Uses correct grammar; few errors of omission or incorrect use of prepositions, verb tense, pronouns	______
4. Above-average oral language; rarely makes grammatical errors	______
5. Always speaks in grammatically correct sentences	______

B. VOCABULARY ABILITY

1. Always uses immature or improper vocabulary	______
2. Limited vocabulary including primarily simple nouns; few precise, descriptive words	______
3. Adequate vocabulary for age and grade	______
4. Above-average vocabulary; uses numerous precise descriptive words	______
5. High level vocabulary; always uses precise words to convey message; uses abstraction	______

C. ABILITY TO RECALL WORDS

1. Unable to call forth the exact word	______
2. Often gropes for words to express himself	______
3. Occasionally searches for correct word but adequate for age and grade	______
4. Above-average ability; rarely hesitates on a word	______
5. Always speaks well; never hesitates or substitutes words	______

D. ABILITY TO FORMULATE IDEAS FROM ISOLATED FACTS

1. Unable to relate isolated facts	______
2. Has difficulty relating isolated facts; ideas are incomplete and scattered	______
3. Usually relates facts into meaningful ideas; adequate for age and grade	______
4. Relates facts and ideas well	______
5. Outstanding ability in relating facts appropriately	______

E. ABILITY TO TELL STORIES AND RELATE EXPERIENCES

1. Unable to tell a comprehensible story	______
2. Has difficulty relating ideas in logical sequence	______
3. Average ability to tell stories	______
4. Above average; uses logical sequence	______
5. Exceptional ability to relate ideas in a logical meaningful manner	______

III. ORIENTATION

A. PROMPTNESS

Behavior

1. Lacks grasp of meaning of time; always late or confused ______
2. Poor time concept; tends to dawdle; often late ______
3. Average understanding of time for age and grade ______
4. Prompt; late only with good reason ______
5. Very skillful at handling schedules; plans and organizes well ______

B. SPECIAL ORIENTATION

1. Always confused; unable to navigate around classroom or school, playground or neighborhood ______
2. Frequently gets lost in relatively familiar surroundings ______
3. Can maneuver in familiar locations; average for age and grade ______
4. Above-average ability; rarely lost or confused ______
5. Never lost; adapts to new locations, situations, places ______

C. JUDGMENT OF RELATIONSHIPS: BIG, LITTLE; FAR, CLOSE; LIGHT, HEAVY

1. Judgments of relationships very inadequate ______
2. Makes elementary judgments successfully ______
3. Average ability in relation to age and grade ______
4. Accurate judgments but does not generalize to new situations ______
5. Unusually precise judgments; generalizes them to new situations and experiences ______

D. LEARNING DIRECTIONS

1. Highly confused; unable to distinguish directions as right, left, north, and south ______
2. Sometimes exhibits directional confusion ______
3. Average; uses R vs. L, N-S-E-W ______
4. Good sense of direction; seldom confused ______
5. Excellent sense of direction ______

IV. BEHAVIOR

A. COOPERATION

1. Continually disrupts classroom; unable to inhibit responses ______
2. Frequently demands spotlight; often speaks out of turn ______
3. Waits his turn; average for age and grades ______
4. Cooperates well; above average ______
5. Cooperates without adult encouragement ______

IV. BEHAVIOR (Cont.)

B. ATTENTION

Behavior

1. Is never attentive; very distractible ________
2. Rarely listens; attention frequently wanders ________
3. Attends adequately for age and grade ________
4. Above average; almost always attends ________
5. Always attends to important aspects; long attention span ________

C. ABILITY TO ORGANIZE

1. Is highly disorganized; very slovenly ________
2. Often disorganized in manner of working; inexact, careless ________
3. Maintains average organization of work; careful ________
4. Above-average ability to organize and complete work; consistent ________
5. Always completes assignments in a highly organized and meticulous manner ________

D. ABILITY TO COPE WITH NEW SITUATIONS: PARTIES, TRIPS, UNANTICIPATED CHANGES IN ROUTINE

1. Becomes extremely excitable; totally lacking in self-control ________
2. Often overreacts; new situations disturbing ________
3. Adapts adequately for age and grade ________
4. Adapts easily and quickly with self-confidence ________
5. Excellent adaptation, utilizing initiative and independence ________

E. SOCIAL ACCEPTANCE

1. Avoided by others ________
2. Tolerated by others ________
3. Liked by others; average for age and grade ________
4. Well liked by others ________
5. Sought by others ________

F. ACCEPTANCE OF RESPONSIBILITY

1. Rejects responsibility; never initiates activities ________
2. Avoids responsibility; limited acceptance of role for age ________
3. Accepts responsibility; adequate for age and grade ________
4. Enjoys responsibility; above average; frequently takes initiative or volunteers ________
5. Seeks responsibility; almost always takes initiative with enthusiasm ________

IV. BEHAVIOR (Cont.)

G. COMPLETION OF ASSIGNMENTS

Behavior

1. Never finishes, even with guidance ________
2. Seldom finishes, even with guidance ________
3. Average ability to follow through on assignments ________
4. Above-average ability to complete assignments ________
5. Always completes assignments without supervision ________

H. TACTFULNESS

1. Always rude ________
2. Usually disregards other's feelings ________
3. Average tactfulness; occasionally socially inappropriate ________
4. Above-average tactfulness; rarely socially inappropriate ________
5. Always tactful; never socially inappropriate ________

V. MOTOR

A. GENERAL COORDINATION: RUNNING, CLIMBING, HOPPING, WALKING

1. Very poorly coordinated; clumsy ________
2. Below-average coordination; awkward ________
3. Average coordination for age; outstanding but not graceful ________
4. Above-average coordination; does well in these activities ________
5. Exceptional ability; excels in this area ________

B. BALANCE

1. Very poor balance ________
2. Below-average, falls frequently ________
3. Average balance for age; not outstanding but adequate equilibrium ________
4. Above-average; does well in activities requiring balance ________
5. Exceptional ability; excels in balancing ________

C. ABILITY TO MANIPULATE UTENSILS AND EQUIPMENT; MANUAL DEXTERITY

1. Very poor in manual manipulation ________
2. Awkward in manual dexterity ________
3. Adequate dexterity for age; manipulates well ________
4. Above-average manual dexterity ________
5. Almost perfect performance; readily manipulates new equipment ________

PART TWO:

Informal Assessment of Developmental Skills for Younger Functioning Visually Handicapped and Multihandicapped Children

The checklists included in part two are designed to be used primarily with younger functioning visually handicapped and/or multihandicapped children. Certain sections are still pertinent to the evaluation of school readiness skills particularly the later items in II, III and IV. In general behaviors are sequenced in levels of difficulty within each group. The learning objective should be the first behavior in a group which is not within the child's repertoire. Special consideration must be taken to emphasize what a child can do, rather then what he cannot do.

I. SELF-HELP

This scale provides a sequential informal assessment of self-help skills based upon observation of behavior in the areas of feeding, dressing, undressing, washing hands, grooming and toileting.

II. PSYCHOMOTOR

This section emphasizes two skills of paramount importance in the development of the blind child - locomotion and manipulation. Preschool programs need to pay special attention to the development of gross- and fine-motor skills particularly because of their relationship to cognition, daily living skills, mobility and concept development.

III. SOCIAL-EMOTIONAL

This four page checklist looks at the child's interaction with adults, objects and other children; the child's exploratory and play behaviors; self-confidence in play; and the development of decision making behaviors. Self-esteem is on a growth continuum with many of its roots in these areas.

IV. LANGUAGE

This checklist with its emphasis upon language development assesses nonverbal communication and imitation; receptive and expressive gestures or signs, fingerspelling and verbal language. Other forms of communication assessment include pictures and words. This section is quite comprehensive.

V. COGNITION

The final section on cognition, unlike the other areas in part two, assesses development only during the sensorimotor period (birth to 2 years): the development of object permanence, mean to an end, and causality. These three scales require the purchase and use of Uzgiris and Hunt's Assessment in Infancy (1975). The final scale, schemes, looks at the child's behavior within Piaget's six substages of the sensorimotor period.

INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS

I. Self-Help Skills

Name:______________________________ Date:__________________________

Birthdate:_________________________ Date:__________________________

Observer:__________________________ Date:__________________________

Directions:

1. Use different colored pens for pre, interim and post assessment.
2. Evaluate only those items relative to the child.
3. Charting spaces may be used either as pre, interim or post assessment or as + / - columns.
4. Write notes beside items for more definitive behavioral or circumstantial descriptions.

+ Behavior developed

/ Behavior transitional

- Behavior not present

FEEDING

Bottle Feeding

___ ___ ___ 1. Accepts bottle
___ ___ ___ 2. Sucks and swallows
___ ___ ___ 3. Attempts to hold bottle
___ ___ ___ 4. Holds own bottle

Finger Foods

___ ___ ___ 1. Grasps food without transferrring to mouth
___ ___ ___ 2. Puts food to mouth; may suck or tongue food
___ ___ ___ 3. Holds and munches on some finger foods
___ ___ ___ 4. Holds and munches most finger foods
___ ___ ___ 5. Will independently hand feed a variety of finger foods

Food Textures

___ ___ ___ 1. Bottle fed
___ ___ ___ 2. Accepts only baby foods
___ ___ ___ 3. Accepts junior foods
___ ___ ___ 4. Accepts mashed and ground foods (example: Oatmeal); absence of chewing movements
___ ___ ___ 5. Accepts and swallows lumpy foods

___ ___ ___ 6. Accepts and somewhat chews or tongues lumpy foods (example: cottage cheese)
___ ___ ___ 7. Accepts and chews lumpy foods
___ ___ ___ 8. Accepts and tongues or sucks bite-sized pieces of solid food.
___ ___ ___ 9. Accepts and chews bite-sized pieces of solid food

Spoon

Holding Spoon

___ ___ ___ 1. Tolerates being manipulated in holding spoon
___ ___ ___ 2. Assists in holding spoon
___ ___ ___ 3. With prompting will independently hold spoon
___ ___ ___ 4. Independently holds spoon

Picking up spoons

___ ___ ___ 1. Tolerates being manipulated in picking up spoon
___ ___ ___ 2. Assists in picking up spoon
___ ___ ___ 3. With prompting will independently pick up spoons
___ ___ ___ 4. Independently picks up spoon

Scooping

___ ___ ___ 1. Tolerates being manipulated in scooping with spoon
___ ___ ___ 2. Assists in scooping with spoon
___ ___ ___ 3. With prompting will independently scoop with spoon
___ ___ ___ 4. Independently scoops with spoon using any grasp
___ ___ ___ 5. Independently scoops with spoon using proper grasp

Spoon to mouth

___ ___ ___ 1. Tolerates manipulation through spoon to mouth sequence
___ ___ ___ 2. Assists in spoon to mouth sequence
___ ___ ___ 3. With prompting, independently scoops from bowl to mouth
___ ___ ___ 4. Independently scoops from bowl to mouth, much spillage
___ ___ ___ 5. Independently scoops from bowl to mouth, some spillage
___ ___ ___ 6. Independently scoops from bowl to mouth, seldom spills

Drinking (Glass or Cup)

___ ___ ___ 1. Sips from glass held by adult, spills some
___ ___ ___ 2. Attempts to hold glass
___ ___ ___ 3. Drinks well from glass held by adult
___ ___ ___ 4. Holds glass with two hands
___ ___ ___ 5. Can hold Tommy-Tippy cup for drinking (covered cup with lid)
___ ___ ___ 6. Can hold glass for drinking, releases aimlessly
___ ___ ___ 7. Can hold glass for drinking, sets it down with some difficulty
___ ___ ___ 8. Picks up and sets glass down well, without much spillage
___ ___ ___ 9. Holds glass with one hand

Fork

Scooping

___ ___ ___ 1. Independently scoops plate to mouth, much spillage
___ ___ ___ 2. Independently scoops plate to mouth, some spillage
___ ___ ___ 3. Independently scoops plate to mouth, seldom spills

Stabbing

___ ___ ___ 1. Soft foods (vegetables, cake), fork grasped in fist
___ ___ ___ 2. Harder foods (meats, green beans, lettuce), fork grasped in fist
___ ___ ___ 3. Soft foods, with pincher grasp
___ ___ ___ 4. Harder foods, with pincher grasp

Knife

___ ___ ___ 1. Spreads with assistance
___ ___ ___ 2. Spreads without assistance
___ ___ ___ 3. Performs cutting motion with knife
___ ___ ___ 4. Uses knife to cut, but holds food with other hand with assistance (soft foods)
___ ___ ___ 5. Uses knife to cut, but holds food with other hand without assistance
___ ___ ___ 6. Uses knife to cut, holds food with fork in other hand (soft foods)
___ ___ ___ 7. Uses knife to cut, but holds food with other hand (harder foods)
___ ___ ___ 8. Uses knife to cut, holds food with fork in other hand (harder foods)

Indication of Hunger and Thirst

___ ___ ___ 1. Does not indicate hunger or thirst
___ ___ ___ 2. Indicates hunger or thirst by crying
___ ___ ___ 3. Indicates hunger or thirst by leading another person
___ ___ ___ 4. Indicates hunger or thirst by gesture or verbalization
___ ___ ___ 5. Attempts to serve self at drinking fountain, faucet, refrigerator or cupboard, etc.

DRESSING

Cooperation

___ ___ ___ 1. Does not assist in dressing
___ ___ ___ 2. Cooperates for dressing (remains still)
___ ___ ___ 3. Extends arms and legs when being dressed

Underpants (shorts)

___ ___ ___ 1. Attempts to help to put on underpants
___ ___ ___ 2. Actually helps to put on underpants
___ ___ ___ 3. Mostly independent in putting on underpants
___ ___ ___ 4. Independently puts on pants

Pants

___ ___ ___ 1. Attempts to help to put on pants
___ ___ ___ 2. Actually helps to put on pants
___ ___ ___ 3. Mostly independent in putting on pants
___ ___ ___ 4. Independently puts on pants

Socks and Shoes

___ ___ ___ 1. Attempts to help pull on socks
___ ___ ___ 2. Pulls on socks with assistance
___ ___ ___ 3. Puts on shoes if opened up
___ ___ ___ 4. Independently opens shoes and puts them on

Pull-over Shirt

___ ___ ___ 1. Attempts to help to put on shirt
___ ___ ___ 2. Actually helps to put on shirt
___ ___ ___ 3. Mostly independent in putting on shirt
___ ___ ___ 4. Independently puts on shirt

Zippered garment (jacket, shirt, pants, etc.)

___ ___ ___ 1. Attempts to help to zip
___ ___ ___ 2. Actually helps to zip
___ ___ ___ 3. Mostly independent in zipping
___ ___ ___ 4. Independently zips

Snapping (jacket, shirt, pants, etc.)

___ ___ ___ 1. Attempts to help to snap
___ ___ ___ 2. Actually helps to snap
___ ___ ___ 3. Mostly independent in snapping
___ ___ ___ 4. Independently snaps

Buttoned garments (jacket, shirt, pants, etc.)

___ ___ ___ 1. Attempts to help to button
___ ___ ___ 2. Actually helps to button
___ ___ ___ 3. Mostly independent in buttoning
___ ___ ___ 4. Independently buttons

UNDRESSING

Cooperation

___ ___ ___ 1. Does not assist in undressing
___ ___ ___ 2. Cooperates for undressing (remains still)
___ ___ ___ 3. Extends arms and legs when being dressed

___ ___ ___ **Shoes**

___ ___ ___ 1. Attempts to assist in removing shoes
___ ___ ___ 2. Actually helps to remove shoes
___ ___ ___ 3. Mostly independent in removing shoes
___ ___ ___ 4. Independently removes shoes

Socks

___ ___ ___ 1. Attempts to assist in removing socks
___ ___ ___ 2. Actually helps to remove socks
___ ___ ___ 3. Mostly independent in removing socks
___ ___ ___ 4. Independently removes socks

Underpants (shorts)

___ ___ ___ 1. Attempts to assist in removing underpants
___ ___ ___ 2. Actually helps to remove underpants
___ ___ ___ 3. Mostly independent in removing underpants
___ ___ ___ 4. Independently removes underpants

Pants (elastic waist)

___ ___ ___ 1. Attempts to assist in removing pants
___ ___ ___ 2. Actually helps to remove pants
___ ___ ___ 3. Mostly independent in removing pants
___ ___ ___ 4. Independently removes pants

Pull-over shirt

___ ___ ___ 1. Attempts to help to remove shirt
___ ___ ___ 2. Actually helps to remove shirt
___ ___ ___ 3. Mostly independent in removing shirt
___ ___ ___ 4. Independently removes shirt

Zippered Coat (Jacket)

___ ___ ___ 1. Attempts to help to unzip coat
___ ___ ___ 2. Actually helps to unzip coat
___ ___ ___ 3. Mostly independent in unzipping coat
___ ___ ___ 4. Independently unzips coat

Button shirt or coat

___ ___ ___ 1. Attempts to help to unbutton coat
___ ___ ___ 2. Actually helps to unbutton coat
___ ___ ___ 3. Mostly independent in unbuttoning coat
___ ___ ___ 4. Independently unbuttons coat

Hooking garments

___ ___ ___ 1. Attempts to help to hook
___ ___ ___ 2. Actually helps to hook
___ ___ ___ 3. Mostly independent in hooking
___ ___ ___ 4. Independantly hooks

Independance

___ ___ ___ 1. Can put on clothes if handed to correctly
___ ___ ___ 2. Can put on clothes if arranged
___ ___ ___ 3. Distinguished front from back of clothes
___ ___ ___ 4. Can put on clothes if not arranged

WASHING HANDS

Wetting hands

___ ___ ___ 1. Tolerates getting hands wet
___ ___ ___ 2. Lathers with assistance

Wetting Hands (con't)

___ ___ ___ 3. Wets hands independently
___ ___ ___ 4. Turns on water with assistance
___ ___ ___ 5. Turns off water with assistance

Drying

___ ___ ___ 1. Tolerates hands being dried
___ ___ ___ 2. Attempts to dry hands
___ ___ ___ 3. Assists in drying hands
___ ___ ___ 4. Drys hands independently

Lathering

___ ___ ___ 1. Tolerates soap being rubbed on hands
___ ___ ___ 2. Lathers with assistance
___ ___ ___ 3. Lathers independently
___ ___ ___ 4. Rubs soap on hands with prodding
___ ___ ___ 5. Rubs soap and lathers independently

Independence

___ ___ ___ 1. Independently turns water on at appropriate time
___ ___ ___ 2. Independently turns water off at appropriate time
___ ___ ___ 3. Independently drys hands at appropriate time
___ ___ ___ 4. Independently identifies appropriate time to wash hands

GROOMING

Washcloth

___ ___ ___ 1. Tolerates washcloth on face and body
___ ___ ___ 2. Uses washcloth with assistance
___ ___ ___ 3. Uses washcloth independently

Hair

___ ___ ___ 1. Tolerates hair being brushed
___ ___ ___ 2. Uses hairbrush with assistance
___ ___ ___ 3. Uses hairbrush independently

Teeth

___ ___ ___ 1. Tolerates teeth being brushed
___ ___ ___ 2. Brushes teeth with assistance
___ ___ ___ 3. Uses toothbrush independently

TOILETING

Accepting Procedure

___ ___ ___ 1. No opportunity--no attempt to train
___ ___ ___ 2. Will not sit on toilet or potty chair

Accepting Procedure (con't)

___ ___ ___ 3. Will sit on toilet if placed there for a few minutes
___ ___ ___ 4. Will sit on toilet if placed there for a longer period of time
___ ___ ___ 5. Will sit on toilet in response to adult gesture

Accident Indication

___ ___ ___ 1. Does not indicate wet or soiled clothing
___ ___ ___ 2. Indicates wet or soiled clothing by whimpering or crying
___ ___ ___ 3. Indicates wet or soiled clothing by gesturing, verbalizing, or removal
___ ___ ___ 4. Has no accidents during the day
___ ___ ___ 5. Remains dry all night

Bladder Control

___ ___ ___ 1. No opportunity--no attempts to train
___ ___ ___ 2. Seldom urinates in toilet when placed upon it regularly. Has many accidents.
___ ___ ___ 3. Frequently urinates in toilet when placed upon it regularly. Has some accidents.
___ ___ ___ 4. Indicates toileting need but occasionally has an accident.
___ ___ ___ 5. Indicates toileting need and seldom has an accident.

Bowel Control

___ ___ ___ 1. No opportunity--no attempt to train
___ ___ ___ 2. Seldom has BMs in toilet when placed upon it regularly. Has many accidents
___ ___ ___ 3. Frequently has BMs in toilet when placed upon it
___ ___ ___ 4. Indicates toileting need but occasionally has an accident
___ ___ ___ 5. Indicates toileting need and seldom has an accident

Independence

___ ___ ___ 1. Flushes toilet when directed
___ ___ ___ 2. Flushes toilet independently
___ ___ ___ 3. Uses toilet paper when directed (handed to him, etc.)
___ ___ ___ 4. Obtains and uses paper independently
___ ___ ___ 5. Is totally independent in toileting

INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS

II. Psychomotor

Name:______________________________ Date:______________________________

Birthdate:__________________________ Date:______________________________

Observer:___________________________ Date:______________________________

Directions:

1. Use different colored pens for pre, interim and post assessment.
2. Evaluate only those items relative to the child.
3. Charting spaces may be used either as pre, interim or post assessment or as + / - columns.'
4. Write notes beside items for more definitive behavioral or circumstantial descriptions.

+ Behavior developed

/ Behavior transitional

- Behavior not present

GROSS MOTOR

Head Movements

___ ___ ___ 1. Physically unable to move head
___ ___ ___ 2. Does not raise head
___ ___ ___ 3. Lifts head briefly (prone)
___ ___ ___ 4. Head droops from ventral suspension
___ ___ ___ 5. Head comes up when suspended by belly
___ ___ ___ 6. Up on forearms (prone)
___ ___ ___ 7. Lifts head and chest, weight on hand, legs extended (prone)
___ ___ ___ 8. Head erect, steady if held sitting
___ ___ ___ 9. Marked head lag when pulled to sitting
___ ___ ___ 10. No head lag if raised from supine
___ ___ ___ 11. Bilateral arm and leg extensions (windmill movements)
___ ___ ___ 12. Symmetrical head and arm posture
___ ___ ___ 13. Lifts head from supine

Rolling

___ ___ ___ 1. Does not roll
___ ___ ___ 2. Rolls from prone to supine
___ ___ ___ 3. Rolls from supine to prone
___ ___ ___ 4. Rolls from supine to one side

Rolling (Con't)

___ ___ ___ 5. Rolls from supine to either side
___ ___ ___ 6. Rolls from supine to prone to supine to continuous movement
___ ___ ___ 7. Forward roll with minimal assistance
___ ___ ___ 8. Backward roll with minimal assistance
___ ___ ___ 9. Forward roll independently
___ ___ ___ 10. Backward roll independently

Balance

___ ___ ___ 1. No balancing reaction
___ ___ ___ 2. Head and trunk balancing reaction when lifted up and tilted laterally
___ ___ ___ 3. Sitting child shows protective reaction if balance suddenly disturbed laterally or forward
___ ___ ___ 4. Sitting child shows protective reaction of balance suddenly disturbed backwards
___ ___ ___ 5. Parachute reaction - protective reaction of the arms when held vertically and tilted forward toward ground, e.g. big canvas ball
___ ___ ___ 6. Maintains standing position when balance disturbed from any direction
___ ___ ___ 7. Squats to play without using hands for balance
___ ___ ___ 8. Stands on one foot
___ ___ ___ 9. Stands on toes
___ ___ ___ 10. Stands with heel touching toe (straight line)

Sitting

___ ___ ___ 1. Does not sit
___ ___ ___ 2. Tolerates sitting position on lap
___ ___ ___ 3. Sits on floor or chair briefly with arms propped or with support
___ ___ ___ 4. Cooperates in pulling to sitting position
___ ___ ___ 5. Sits alone momentarily
___ ___ ___ 6. Sits alone steadily at least ten minutes without support (other than W-sitting)
___ ___ ___ 7. Pulls to stand
___ ___ ___ 8. Pulls self to sit (from supine position)
___ ___ ___ 9. Sits alone indefinitely, good coordination
___ ___ ___ 10. Gets to and from sitting independently with ease (on floor)
___ ___ ___ 11. Sits down and gets up from chair with assistance
___ ___ ___ 12. Climbs onto and sits in chair unassisted
___ ___ ___ 13. Can get up from chair unassisted
___ ___ ___ 14. Proper chair sitting posture

Creeping

Note: Creeping: child is on hands and knees
Crawling: child's stomach is still in contact with the floor

Creeping (Con't)

___ ___ ___ 1. Does not move while body in space
___ ___ ___ 2. Moves self by rolling or by pushing or by pulling body across floor
___ ___ ___ 3. Travels by scooting on seat; lying on back or pushing with foot
___ ___ ___ 4. Crawls, using hands and knees
___ ___ ___ 5. Achieves creeping position assisted
___ ___ ___ 6. Achieves creeping position unassisted
___ ___ ___ 7. Holds head up in creeping position
___ ___ ___ 8. Creeps independently but without alternation of hands and knees
___ ___ ___ 9. Creeps freely in space in correct position

Adaptive Creeping

___ ___ ___ 1. Creeps backwards under and through large objects
___ ___ ___ 2. Creeps over or around obstacles in path
___ ___ ___ 3. Encircles, encompasses, large objects by using a combination of creeping and climbing
___ ___ ___ 4. Kneels alone
___ ___ ___ 5. Walks on knees

Standing

___ ___ ___ 1. Physical handicap prevents standing
___ ___ ___ 2. Does not stand (physically able)
___ ___ ___ 3. Bounces when held in standing position
___ ___ ___ 4. Starts to put weight on feet when body is held standing position
___ ___ ___ 5. Sustains weight with maximal support adult assistance
___ ___ ___ 6. Pulls to standing position with adult assistance
___ ___ ___ 7. In standing, sustains weight and bounces
___ ___ ___ 8. Stands by grasping support from adult to object with both hands
___ ___ ___ 9. Stands grasping support from adult or object with one hand
___ ___ ___ 10. Stands alone without support
___ ___ ___ 11. Stoops and recovers objects
___ ___ ___ 12. Stands on tip toes

Rising to Standing Position

___ ___ ___ 1. Physical handicap prevents standing
___ ___ ___ 2. Cannot rise to standing position (physically able)
___ ___ ___ 3. Rises to standing position with full adult assistance
___ ___ ___ 4. Rises to standing position with adult assistance using one hand
___ ___ ___ 5. Pulls to standing position using large object or railing
___ ___ ___ 6. May hold on to small object such as stick
___ ___ ___ 7. Rises to standing position without assistance
___ ___ ___ 8. Gets up to standing position from mid-floor by turning on all fours
___ ___ ___ 9. Rises from mid-floor by rotation to side and using hands
___ ___ ___ 10. Rises without rotation but uses hands on floor and legs
___ ___ ___ 11. Rises from mid-floor without rotation or using hands

Walking

___ ___ ___ 1. Physical handicap prevents walking
___ ___ ___ 2. Does not move in space on feet
___ ___ ___ 3. Tolerates adult manipulation and attempts moving feet
___ ___ ___ 4. Cooperates and moves feet while being held under armpits
___ ___ ___ 5. Walks using side steps (holding onto furniture)
___ ___ ___ 6. Walks two hands held (support by adult)
___ ___ ___ 7. Walks forward - one hand held
___ ___ ___ 8. Walks while holding onto object for support
___ ___ ___ 9. Walks alone with broad base, arms, out, unequal steps
___ ___ ___10. Walks a few steps between people or supports
___ ___ ___11. Walks across room - starts and steps, may still fall; momentarily walks on hands and feet (cat walk)
___ ___ ___12. Reverses direction with ease
___ ___ ___13. Walks alone, seldom falls
___ ___ ___14. Walks on tip toes
___ ___ ___15. Walks alone, seldom falls with heel-toe gait, with proper arm swing

Adaptive Walking

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Walks only on flat surfaces
___ ___ ___ 3. Walks on irregular surfaces with assistance
___ ___ ___ 4. Walks up and down inclines with assistance
___ ___ ___ 5. Walks up and down curbs with assistance
___ ___ ___ 6. Walks backwards with assistance
___ ___ ___ 7. Walks irregular surfaces independently
___ ___ ___ 8. Walks up and down inclines independently
___ ___ ___ 9. Walks up and down curbs independently
___ ___ ___10. Walks backwards independently

Climbing

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Does not climb
___ ___ ___ 3. Climbs only with assistance
___ ___ ___ 4. Climbs onto and off objects as high as adult size chair
___ ___ ___ 5. Climbs ladder or jungle gym unassisted
___ ___ ___ 6. Climbs to playground slide and slides down

Climbing Upstairs

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Cannot climb upstairs
___ ___ ___ 3. Creeps upstairs on hands and knees with assistance
___ ___ ___ 4. Creeps upstairs on hands and knees without assistance
___ ___ ___ 5. Climbs upstairs assisted by adult in erect position
___ ___ ___ 6. Climbs upstairs using rail without assistance
___ ___ ___ 7. Climbs upstairs without rail, walks with a one to two progression
___ ___ ___ 8. Climbs upstairs without rail, walks alternating feet

Climbing Downstairs

___ ___ ___ 1. Physical handicap prevent activity
___ ___ ___ 2. Climbs backwards downstairs on hand and knees
___ ___ ___ 3. Creep on seat downstairs
___ ___ ___ 4. Climbs downstairs assisted by adult in erect position
___ ___ ___ 5. Climbs doenstairs using railing for support; one to two progression
___ ___ ___ 6. Climbs downstairs with one to two progression without assistance
___ ___ ___ 7. Climbs downstairs without assistance alternating feet

Running

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Runs with assistance
___ ___ ___ 3. Runs without assistance, but with difficulty
___ ___ ___ 4. Runs freely with assistance and has contact with floor
___ ___ ___ 5. Runs stiffly, with knees locked
___ ___ ___ 6. Runs on toes
___ ___ ___ 7. Runs awkwardly without assistance and maintains contact with floor
___ ___ ___ 8. Runs with normal gait (toe-heel)

Jumping

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Child tolerates being bounced
___ ___ ___ 3. Cooperates and jumps when supported by adult, trampoline, jumping board, etc.
___ ___ ___ 4. Jumps from bottom stair step with help, leading with one foot
___ ___ ___ 5. Jumps from bottom stair step alone, leading with one foot
___ ___ ___ 6. Jumps from bottom step with help, both feet together
___ ___ ___ 7. Jumps in place alone, with both feet
___ ___ ___ 8. Jumps forward
___ ___ ___ 9. Jumps backward
___ ___ ___ 10. Imitates jumping patterns

Rolling Balls

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Will roll ball a short distance
___ ___ ___ 3. Will roll back ball rolled to him (sitting)
___ ___ ___ 4. Rolls with some degree of accuracy toward a target

Throwing and Bouncing Balls

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Beginning to throw balls (deliberate release)
___ ___ ___ 3. Throws ball overhand

Throwing and Bouncing Balls (Con't)

___ ___ ___ 4. Throws ball underhand
___ ___ ___ 5. Throws with some degree of accuracy
___ ___ ___ 6. Throws side arm

Catching Balls

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Catches rolling ball between legs, (sitting)
___ ___ ___ 3. Will catch rolling ball with hands, (siting)
___ ___ ___ 4. Will let thrown ball bounce and roll before catching
___ ___ ___ 5. Will let thrown ball bounce once and then catch, (standing)
___ ___ ___ 6. Catches thrown ball with arms more than hands
___ ___ ___ 7. Catches thrown ball with hands
___ ___ ___ 8. Catches with some degree of control
___ ___ ___ 9. Seldom misses thrown ball

Kicking Objects

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Beginning to kick objects on floor
___ ___ ___ 3. Kicks ball holding onto support
___ ___ ___ 4. Lightly kicks ball independently
___ ___ ___ 5. Kicks ball with some force
___ ___ ___ 6. Kicks ball with some degree of control
___ ___ ___ 7. Kicks rolling ball
___ ___ ___ 8. Kicks ball with control and accuracy toward a target

Rides Tricycle (Wheeled Toys)

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Resists sitting on tricycle
___ ___ ___ 3. Tolerates sitting on tricycle
___ ___ ___ 4. Hands on steering wheel or handle bars
___ ___ ___ 5. Rides pushed by adult
___ ___ ___ 6. Rides pushed by adult's feet
___ ___ ___ 7. Rides toy using peddles, may use feet to turn corners
___ ___ ___ 8. Rides toy using peddles to turn corners

Roller Skating

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Resists skates on feet
___ ___ ___ 3. Accepts skates on feet
___ ___ ___ 4. Will stand up on skates with assistance
___ ___ ___ 5. Attempts to skate with great deal of assistance (one skate)
___ ___ ___ 6. Attempts to skate with great deal of assistance (two skates)
___ ___ ___ 7. Walks on skates, does not slide foot
___ ___ ___ 8. Holds feet together, prefers to be pulled
___ ___ ___ 9. Slides with one foot, supported by adult
___ ___ ___ 10. Attempts sliding movements trailing wall to rail
___ ___ ___ 11. Skates alone, many falls, maintains some balance
___ ___ ___ 12. Skates alone, seldom falls

Pushing and Pulling

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Pushes and pulls object 1/4 body weight; gradually increasing weights
___ ___ ___ 3. Lifting objects 1/4 body weight; gradually increasing weights
___ ___ ___ 4. Carrying objects 1/4 body weight; gradually increasing weights

Doorway Chinning Bar (or similar equipment)

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Resists hanging on bars
___ ___ ___ 3. Will hang on bar
___ ___ ___ 4. Hangs on bar while swung
___ ___ ___ 5. Swings self
___ ___ ___ 6. Front pullover
___ ___ ___ 7. Back pullover
___ ___ ___ 8. Inverted hang

Aquatic Activities

___ ___ ___ 1. Physical handicap prevents activity or no opportunity
___ ___ ___ 2. Resists being put in water
___ ___ ___ 3. Tolerates water but not on face
___ ___ ___ 4. Plays hesitantly in shallow water
___ ___ ___ 5. Accepts and enjoys being in shallow water
___ ___ ___ 6. Displays survival instincts in water over his head
___ ___ ___ 7. Independently puts head under water
___ ___ ___ 8. Tolerates water over his head
___ ___ ___ 9. Floats
___ ___ ___ 10. Treads water
___ ___ ___ 11. Propels self through water (dog-paddle or other)
___ ___ ___ 12. Uses arms and legs in a "modified humanstroke"

Adaptive Balance

___ ___ ___ 1. Physical handicap prevents activity
___ ___ ___ 2. Walks on bench with assistance
___ ___ ___ 3. Walks on bench without assistance
___ ___ ___ 4. Walks 2 x 4 balance beam with 2 hand assistance (narrow base and increase height)
___ ___ ___ 5. Walks 2 x 4 balance beam with one hand assistance (narrow base and increase height)
___ ___ ___ 6. Walks 2 x 4 balance beam without assistance (alone holding ball in front of him)
___ ___ ___ 7. Walks guideline on floor e.g. tape, rope
___ ___ ___ 8. Walks circle, square, triangle

Carrying

___ ___ ___ 1. Carries objects with two arms
___ ___ ___ 2. Carries in two hands
___ ___ ___ 3. Uses one hand to carry objects
___ ___ ___ 4. Can carry object with minimal dropping
___ ___ ___ 5. Can carry container of liquid with minimal spillage

Door

___ ___ ___ 1. Does not manipulate door
___ ___ ___ 2. Pushes door, does not use hand
___ ___ ___ 3. Pulls door, does not use knob
___ ___ ___ 4. Turns door knob with two hands
___ ___ ___ 5. Turns knob with two hands, opens door
___ ___ ___ 6. Turns door knob with one hand
___ ___ ___ 7. Turns door knob (one hand) and opens door
___ ___ ___ 8. Opens and closes door quietly

FINE MOTOR

Hand

___ ___ ___ 1. Both hands usually closed in a fist
___ ___ ___ 2. Reflex grasp appears
___ ___ ___ 3. Reflex grasp disappears
___ ___ ___ 4. Will hold object placed in fist
___ ___ ___ 5. Hands mostly open
___ ___ ___ 6. Hands at midline meet and touch (supine)
___ ___ ___ 7. Symmetrical head and arm posture
___ ___ ___ 8. Looks and at/or manipulates hands
___ ___ ___ 9. Opens and closes fits
___ ___ ___10. Holds bottle
___ ___ ___11. Uses two hands at midline--one hand holds, the other manipulates
___ ___ ___12. Transfers object from one hand to another
___ ___ ___13. Can transfer object across midline
___ ___ ___14. Developed dominant hand

Holding Objects

___ ___ ___ 1. Hold object placed in hand briefly and drops
___ ___ ___ 2. Holds objects for minutes placed in hand
___ ___ ___ 3. Raises and extends arms to grasp objects
___ ___ ___ 4. Can reach to object with faulty aim
___ ___ ___ 5. Efficient aim when reaching for object
___ ___ ___ 6. Rescues dropped object
___ ___ ___ 7. Coordinates eye with hands when picking up objects

Grasp

___ ___ ___ 1. Grasps on contact
___ ___ ___ 2. Uses two hands to grasp object
___ ___ ___ 3. Grasps with the entire hand (Palmar grasp)
___ ___ ___ 4. Radial palmar grasp (grasped against palm at base of hand)
___ ___ ___ 5. Radial digital grasp (grasps against base of thumb with index finger used)
___ ___ ___ 6. Uses thumb opposed to several extended fingers to pick up pellet-sized objects
___ ___ ___ 7. Uses thumb and tip of index finger to pick up pellet-sized objects
___ ___ ___ 8. Uses wrist action in grasping objects

Finger Movements

___ ___ ___ 1. Cannot move finger without moving entire hand
___ ___ ___ 2. Opens and closes fist
___ ___ ___ 3. Closes fist and moves thumb
___ ___ ___ 4. Prone--scratches platform
___ ___ ___ 5. Pokes with index finger
___ ___ ___ 6. Spreads hand and brings thumb into opposition with each finger
___ ___ ___ 7. Picks up object with fine prehension

Releasing Objects

___ ___ ___ 1. Holds, but has unintentional release
___ ___ ___ 2. Crude, deliberate release
___ ___ ___ 3. Releases deliberately
___ ___ ___ 4. Can release object voluntarily immediately
___ ___ ___ 5. Releases object when placed on platform or in container
___ ___ ___ 6. Deliberate casting, throwing at a target

Inspection and Manipulation of One Object

___ ___ ___ 1. Does not manipulate object
___ ___ ___ 2. Mouths object
___ ___ ___ 3. Manipulates objects with both hands
___ ___ ___ 4. Manipulates objects with one hand
___ ___ ___ 5. Transfers object from one hand to another
___ ___ ___ 6. Inspects grasped object by feeling
___ ___ ___ 7. Definitely shakes object
___ ___ ___ 8. Examine top and bottom of objects with hands and eyes
___ ___ ___ 9. Shakes, bangs, and rattles object for exploration
___ ___ ___ 10. Reaches for attractive toys out of reach

Inspection and Manipulation of More Than One Object

___ ___ ___ 1. Does not handle more than one object at a time
___ ___ ___ 2. Holds one object--grasps another
___ ___ ___ 3. Holds one object in each hand

Inspection and Manipulation of More Than One Object (Con't)

___ ___ ___ 4. Hits objects together
___ ___ ___ 5. Can Transfer objects to other hand
___ ___ ___ 6. Can hold more than two objects at a time

Containers, Putting Objects In and out

___ ___ ___ 1. Does not manipulate
___ ___ ___ 2. Dumps out containers
___ ___ ___ 3. Puts hand-used objects in container (pellets, cubes, blocks)
___ ___ ___ 4. Fills container (box) with toys, objects
___ ___ ___ 5. Removes cube from cup
___ ___ ___ 6. Can place 10-20 small objects in container
___ ___ ___ 7. Can place 10-20 small objects in container in 30 seconds
___ ___ ___ 8. Opens simple container, place-on lid (shoe box)
___ ___ ___ 9. Closes simple container, place-on lid
___ ___ ___ 10. Opens simple containers--snap-on lids (margarine tubs)
___ ___ ___ 11. Closes simple containers--snap-on lids
___ ___ ___ 12. Opens containers-screw on lids
___ ___ ___ 13. Closes containers-screw on lids
___ ___ ___ 14. Opens and closes a variety of containers
___ ___ ___ 15. Removes paper from candy

Blocks (Cubes)

___ ___ ___ 1. Will not pick up blocks
___ ___ ___ 2. Play with blocks in simple manner, mouths, bangs, etc.
___ ___ ___ 3. Attempts tower of two cubes
___ ___ ___ 4. Builds tower of two cubes
___ ___ ___ 5. Builds tower of more than two cubes
___ ___ ___ 6. Imitates 3-cube train
___ ___ ___ 7. Imitates 3-cube bridge
___ ___ ___ 8. Imitates 3-cube gate

Nesting (Blocks, Barrels, Eggs)

___ ___ ___ 1. Will not manipulate nesting unit
___ ___ ___ 2. Can take nesting unit apart
___ ___ ___ 3. Nests two parts not of consecutive order, (ex: puts smallest in largest block)
___ ___ ___ 4. Correctly nest one piece units in order
___ ___ ___ 5. Correctly nests two parts eggs to barrels with tops on (puts one barrel together and puts inside second barrel and puts top on)

Peg Board

___ ___ ___ 1. Will not grasp pegs
___ ___ ___ 2. Will remove from peg board
___ ___ ___ 3. Places two pegs in peg board randomly

Peg Board (Con't)

___ ___ ___ 4. Places five pegs in peg board randomly
___ ___ ___ 5 Places pegs in consecutive holes vertically.
___ ___ ___ 6. Places pegs in consecutive holes horizontally.
___ ___ ___ 7 Copies simple peg pattern.

Shapes and Forms

___ ___ ___ 1. Will not manipulate shapes and forms.
___ ___ ___ 2 Inserts circle in circular hole of form board.
___ ___ ___ 3 Inserts circle, square, triangle in form board when they are presented on the table opposite the correct space for board.
___ ___ ___ 4 Inserts gemetric forms in form board when they are randomly placed on the table.
___ ___ ___ 5. Inserts geometric forms in form board when position of form board is rotated.
___ ___ ___ 6. Reassembles geometric form which has been cut in half
___ ___ ___ 7. Can reassemble picture cut into more than two pieces

Clay

___ ___ ___ 1. Uses clay inappropriately, eats and throws
___ ___ ___ 2 Pokes and punches clay.
___ ___ ___ 3 Pounds clay for exploration.
___ ___ ___ 4 Reproduces simple forms
___ ___ ___ 5 Makes simple forms on own initiative.

String-beads

___ ___ ___ 1. Will not grasp beads.
___ ___ ___ 2. Pulls beads off string.
___ ___ ___ 3 Will place beads on dole rod held by adult.
___ ___ ___ 4. Places bead on string held by adult.
___ ___ ___ 5 Holds bead in one hand, string in other and pushes string through bead.
___ ___ ___ 6 Strings different sized beads (from large to small size)
___ ___ ___ 7. Laces cards

Educational Toys (cars, pull toys, wind-up toys, jack-in-the box dolls, snap-on blocks, etc.)

___ ___ ___ 1. Resists handling toys.
___ ___ ___ 2 Handles parts, may disassemble.
___ ___ ___ 3. Shows interest in movable parts
___ ___ ___ 4 Makes attempt to assemble, if appropriate.
___ ___ ___ 5. Assembles correctly.

Color, Pencil Manipulation, Draws

___ ___ ___ 1. Resists grasping crayon or pencil.
___ ___ ___ 2. Holds crayon or pencil in fist.
___ ___ ___ 3. Scribbles with help.
___ ___ ___ 4 Scribbles spontaneously, back and forth
___ ___ ___ 5. Scribbles in physical boundaries (e.g. yarn)
___ ___ ___ 6. Scribbles within non-physical boundaries
___ ___ ___ 7. Scribbles imitatively
___ ___ ___ 8. Makes vertical stroke imitatively
___ ___ ___ 9. Makes horizontal stroke imitatively
___ ___ ___ 10. Makes circular strokes round and round
___ ___ ___ 11. Makes one circle
___ ___ ___ 12. Has sufficient control for primitive drawings
___ ___ ___ 13. Traces around shapes and is able to hold them in place
___ ___ ___ 14. Cuples shapes within lines
___ ___ ___ 15. Colors within lines

Paper Work

___ ___ ___ 1 Will not manipulate.
___ ___ ___ 2. Crumples paper.
___ ___ ___ 3. Tears paper
___ ___ ___ 4. Turns pages 2-3 at a time.
___ ___ ___ 5. Turns pages one at a time.
___ ___ ___ 6. Folds paper in half and not necessarily neatly.
___ ___ ___ 7 Folds paper with even edges.

Scissors

___ ___ ___ 1. Resists grasping scissors.
___ ___ ___ 2 Cuts with assistance (double-handed scissors)
___ ___ ___ 3 Uses scissors--cuts at random.
___ ___ ___ 4. Uses scissors--following a line (raised line)
___ ___ ___ 5 Uses scissors--does not need line.

III. Social Emotional

Name: ______________________________ Date: ______________________________

Birthdate: ___________________________ Date: ______________________________

Observer: ___________________________ Date: ______________________________

Directions:

1. Use different colored pens for pre, interim and post assessment.
2. Evaluate *only* those items relative to the child.
3. Charting spaces may be used either as pre, interim or post assessment or as + / - columns.
4. Write notes beside items for more definitive behavioral or circumstantial descriptions.

+ Behavior developed

/ Behavior transitional

- Behavior not present

Receptive Behavior with Adults

___ ___ ___ 1. Shows awareness of adult stimulation
___ ___ ___ 2. Smiles appropriately to pleasurable activity
___ ___ ___ 3. Spontaneous social smile (smiles at someone)
___ ___ ___ 4. Identifies familiar adults by means of their visual, auditory and/or tactile, etc. characteristics
___ ___ ___ 5. Responds by attending, when addressed spoken word, sign or gesture
___ ___ ___ 6. Discriminates in preference for one or more adult

Adult Attention

___ ___ ___ 1. Avoids and dislikes adult attention and contact
___ ___ ___ 2. Tolerates adult attention and contact
___ ___ ___ 3. Sometimes seeks adult attention
___ ___ ___ 4. Actively seeks adult attention and contact for pleasurable experiences
___ ___ ___ 5. Responds differentially to mother or mother substitute
___ ___ ___ 6. Seeks adults for help
___ ___ ___ 7. Differentiates between familiar and unfamiliar adults
___ ___ ___ 8. Seeks adult praise for correct behavior

Attention Span: Adult Involved Activity

___ ___ ___ 1. Does not attend task started by adult
___ ___ ___ 2. Attends to task very briefly
___ ___ ___ 3. Attends to simple tasks until completed
___ ___ ___ 4. With prodding attends to task until completed
___ ___ ___ 5. Independently attends to task until completed

Imitation of Adult Activity

___ ___ ___ 1. Does not imitate
___ ___ ___ 2. Attends to adult; imitates with assistance
___ ___ ___ 3. Attends to adult activity; occasionally imitates without assistance
___ ___ ___ 4. Imitates frequently without assistance

Interaction--Play (Without Object)

___ ___ ___ 1. Pulls away from adult, teacher or examiner
___ ___ ___ 2. Tolerates adult initiated play
___ ___ ___ 3. Seeks adults for adult initiated play
___ ___ ___ 4. Seeks adults for play purposes and initiated activities
___ ___ ___ 5. Attends to "pat-a-cake," etc. with adult and attempts to interact with assistance
___ ___ ___ 6. Plays "pat-a-cake," etc. with little assistance

Interaction--Play (With Object)

___ ___ ___ 1. Does not respond to adult initiated play with other object
___ ___ ___ 2. Interest in object but not in the use of it
___ ___ ___ 3. Responds to adult initiated play
___ ___ ___ 4. Releases toy to adult
___ ___ ___ 5. Pushes adult's hand on toy
___ ___ ___ 6. Child initiates activity with toy
___ ___ ___ 7. Play interaction with adult and object

Receptive Behavior with Other Children

___ ___ ___ 1. Attends to stimulation for a brief period
___ ___ ___ 2. Identifies familiar children by means of their visual ☐, auditory ☐, tactile ☐, etc. characteristics
___ ___ ___ 3. Responds by attending when addressed
___ ___ ___ 4. Demonstrates preference for one or more children

Play with Other Children

___ ___ ___ 1. No opportunity to play with other children
___ ___ ___ 2. Does not play with other children
___ ___ ___ 3. Will play near other children but not with them (parallel play)
___ ___ ___ 4. Takes toys from other children
___ ___ ___ 5. Identifies certain possessions as his own

Play with Other Children (con't)

___ ___ ___ 6. Engages in rough or tumble play with other children
___ ___ ___ 7. Cooperates in play with another child(ren)
___ ___ ___ 8. Attempts communication with another child(ren)
___ ___ ___ 9. Shows signs of sympathy, affection, pity, or guilt

Relationship to Family Structure

___ ___ ___ 1. Little or no contact with family
___ ___ ___ 2. Shows neither interest in nor any awareness of any family member
___ ___ ___ 3. Recognizes certain members of the family
___ ___ ___ 4. Shows interest in and participates in family activities
☐ within home, ☐ outside home
___ ___ ___ 5. Refuses to leave parent in new situation
___ ___ ___ 6. Leaves reluctantly, but adjusts quickly

Cooperation in Structured Activities

___ ___ ___ 1. Seldom or does not participate in structured activities
___ ___ ___ 2. Is cooperative when assisted in structured activities (one-to-one)
___ ___ ___ 3. Frequently cooperative in structured activities (one-to-one)
___ ___ ___ 4. Is cooperative when assisted in structured activities (in a group)
___ ___ ___ 5. Frequently cooperative in structured activities (in a group)

Exploration of Environment

___ ___ ___ 1. Does not move to explore the environment, shows no curiosity
___ ___ ___ 2. Explores little; shows some curiosity
___ ___ ___ 3. Explores some; shows some curiosity
___ ___ ___ 4. Very curious and exploratory

Initiative in Free-Time Play

___ ___ ___ 1. Does not independently seek a variety of appropriate play activities
___ ___ ___ 2. Seldom seeks a variety of constructive play activities independently
___ ___ ___ 3. Occasionally seeks a variety of constructive play activities independently
___ ___ ___ 4. Frequently seeks a variety of constructive play activities independently

Self-Confidence in Play and Exploration

___ ___ ___ 1. Hesitant, dependent in new situations
___ ___ ___ 2. Needs some reassurance in new situations
___ ___ ___ 3. Needs little reassurance in new situations

Practical Application: Decision-Making

___ ___ ___ 1. Can choose independently between two or three tasks
___ ___ ___ 2. Can select and gather materials needed for a familiar task
___ ___ ___ 3. Will continue to work when teacher leaves the room
___ ___ ___ 4. Will recognize when task is completed and independently terminate the activity
___ ___ ___ 5. Can independently follow a sequential list of directions
___ ___ ___ 6. Will busy himself after completing task

INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS

IV LANGUAGE

Name: ______________________________ Date: ________________________

Birthdate: __________________________ Date: ________________________

Observer: ___________________________ Date: ________________________

Directions:

1 Use different colored pens for pre, interim and post assessment

2. Evaluate only those items relative to the child.

3 Charting spaces may be used either as pre. interim or post assessment or as + / - columns

4 Write notes beside items for more definitive behavioral or circumstantial descriptions.

+ Behavior developed

/ Behavior transitional

- Behavior not present

SPONTANEOUS NONVERBAL COMMUNICATION

___ ___ ___ 1. Cries and/or smiles

___ ___ ___ 2. Smiles vocalizes or moves in anticipation of familiar or pleasurable activity

___ ___ ___ 3. Ceases activity in response to new activity introduction

___ ___ ___ 4. Anticipates being picked up: Stretches arms up to be lifted.

___ ___ ___ 5. Expectation in response to repetition of stimulus i.e finger tickling, physical play etc

___ ___ ___ 6. Anticipates daily routine. time sense based on physical needs

___ ___ ___ 7. Pushes adult's hand away when wants to retain object or as reaction to unpleasant thing

___ ___ ___ 8 Tugging pulling at pushing adult vaguely about

___ ___ ___ 9. Places adult hand on object and pushes.

___ ___ ___ 10 Hands object to adult and waits expectantly

___ ___ ___ 11 Leads people to what he wants when it is in close proximity

___ ___ ___ 12. Anticipates on basis of physical situation: definite participating action. (at juice time child will go to table without being sent).

___ ___ ___ 13 Child leads adult to what he wants in another room.

IMITATION

Body Movements

___ ___ ___ 1. Resists being manipulated through body movement.
___ ___ ___ 2. Allows self to be manipulated through body movement; does not imitate
___ ___ ___ 3. Moves alongside another person while being manipulated through correct movements, (e.g. stand, sit, creep, scoot)
___ ___ ___ 4. Moves alongside another person in imitation, but needs help in assuming correct starting position.
___ ___ ___ 5. Assumes correct starting position by imitating moving adult
___ ___ ___ 6. Imitates motor movement from adult model
___ ___ ___ 7. Imitates sequential movements by following adult through them, one at a time (e.g. scoot, then crawl)
___ ___ ___ 8. Imitates sequential movements after the adult has completed the series

Limb Movements

___ ___ ___ 1. Does not imitate limb movements
___ ___ ___ 2. Imitates bilateral symmetrical limb movements (e.g. arms out or legs up)
___ ___ ___ 3. Imitates unilateral limb movements (e.g. left arm up or right leg out)
___ ___ ___ 4. Imitates bilateral symmetrical limb movements which are outside of visual field (e.g. hands on shoulders, hands on head)
___ ___ ___ 5. Imitates bilateral asymmetric movement (e.g.)left arm up and right arm out)
___ ___ ___ 6. Imitates limb position of a doll or puppet
___ ___ ___ 7. Imitates limb movements of a doll or puppet
___ ___ ___ 8. Imitates limb positions of a stick figure drawings.

Fine Hand and Finger Movements

___ ___ ___ 1. Does not imitate fine hand movements.
___ ___ ___ 2. Imitates hand clap
___ ___ ___ 3. Imitates pat-a-cake
___ ___ ___ 4. Imitates making two fists
___ ___ ___ 5. Imitates simple hand gestures (bye bye, peek-a-boo, crude "eat" sign)
___ ___ ___ 6. Imitates asymmetric hand positions (one hand open and the other fisted)
___ ___ ___ 7. Imitates spreading fingers apart
___ ___ ___ 8. Imitates "pointing" (fore finger)
___ ___ ___ 9. Imitates holding out same number of fingers
___ ___ ___10. Imitates fingerplay games (walking,fingers, itsy-bitsy spider)
___ ___ ___11. Imitates all fine finger movements
___ ___ ___12. Imitates pictures of finger positions.

TACTILE COMMUNICATION

Receptive

___ ___ ___ 1. Understands no receptive tactile symbols
___ ___ ___ 2. Responds appropriately to one consistent tactile message (e.g. knows teacher's hand on his mouth = means "eat").
___ ___ ___ 3. Discriminates between a few different tactile messages (one-word commands)
___ ___ ___ 4. Discriminates between several one-word commands
___ ___ ___ 5. Responds appropriately when given two sequential commands (e.g. sit and eat).
___ ___ ___ 6. Responds appropriately when given three or more sequential commands.

Expression

___ ___ ___ 1 Uses no tactile symbols expressively
___ ___ ___ 2 Uses one tactile symbol appropriately, with a situational cue present (e g child gestures eat only when he knows food is present)
___ ___ ___ 3. Can discriminate between a few tactile symbols and use them appropriately, with situational cues present.
___ ___ ___ 4. Uses one tactile symbol without situational cues.
___ ___ ___ 5 Uses a few tactile symbols appropriately, without situational cues.
___ ___ ___ 6. Uses several tactile symbols on his own body to express himself.
___ ___ ___ 7 Uses several tactile symbols on the bodies of other people to express himself
___ ___ ___ 8 Uses two symbol phases.
___ ___ ___ 9 Uses multi-symbol phrases.

GESTURING

Reception

___ ___ ___ 1. Understands no gestures
___ ___ ___ 2. Responds to one gesture appropriately and consistently
___ ___ ___ 3 Discriminates between a few gestures.
___ ___ ___ 4. Discriminates between several simple pointed commands or natural gestures (i e . "Put it there", "Come", "Sit down". etc).
___ ___ ___ 5 Responds appropriately when giventwo sequential commands
___ ___ ___ 6 Answers gestured questions (i e. response indicates that question was understood)
___ ___ ___ 7 Follow complex gestured directions

Expression

___ ___ ___ 1. Uses no interpretable gestures

GESTURING (Con't)

Expression

___ ___ ___ 2. Uses on gesture with situational cue
___ ___ ___ 3. Uses few gestures appropriately with situational cues present.
___ ___ ___ 4. Uses on gesture without situational cues.
___ ___ ___ 5. Uses few gestures without situational cues
___ ___ ___ 6 Uses several "taught" gestures.
___ ___ ___ 7. Uses action gestures - referring to immediate physical situation (e.g uses twirling gesture if he wants you to spin a top).
___ ___ ___ 8. Uses description gestures referring to immediate physical situation (e g. child makes gesture for "big" to describe an object).
___ ___ ___ 9 Pantomines and creates own gestures.
___ ___ ___10. Asks questions via gesture.
___ ___ ___11 Uses gesture to refer to past or future or more abstract ideas
___ ___ ___12 Uses several sequential gestures to "tell a story"

SIGNALING

Reception

___ ___ ___ 1 Does not respondappropriately to any sign.
___ ___ ___ 2. Responds appropriately to one sign
___ ___ ___ 3. Responds appropriately to a few signs.
___ ___ ___ 4. Responds appropriately to several signs
___ ___ ___ 5 Has extensive receptive signing vocabulary.
___ ___ ___ 6. Understands signed phrases
___ ___ ___ 7. Understands telegraphic sentences.
___ ___ ___ 8 Follows two sequential commands
___ ___ ___ 9. Identifies and understands questions (responds appropriately)
___ ___ ___10. Follows comples directions; understands conversational signing in full sentences

Expression

___ ___ ___ 1. Does not use signs expressively.
___ ___ ___ 2 Uses on sign appropriately
___ ___ ___ 3 Uses a few signs appropriately.
___ ___ ___ 4 Uses several signs appropriately.
___ ___ ___ 5. Has extensive signing vocabulary.
___ ___ ___ 6. Uses his vocabulary freely to express himself.
___ ___ ___ 7 Answers questions.
___ ___ ___ 8. Signs brief questions.
___ ___ ___ 9 Signs questions
___ ___ ___10 Signs telegraphic sentences
___ ___ ___11. Uses good conversational signing.

FINGERSPELLING

Reception

___ ___ ___ 1. Cannot discriminate between the letters of the alphabet
___ ___ ___ 2. Discriminates between the letters of the alphabet
___ ___ ___ 3. Understands the association between fingerspelling and an object or idea
___ ___ ___ 4. Can only understand a few, three or four-letter words
___ ___ ___ 5. Understands several short words.
___ ___ ___ 6 Has an extensive receptive labeling vocabulary.
___ ___ ___ 7. Understands short phrases.
___ ___ ___ 8. Identifies and understands questions: answers them
___ ___ ___ 9. Understands full sentences: conversational fingerspelling (tactile use only)

Expression

___ ___ ___ 1 Cannot imitate the hand position of the manual alphabet.
___ ___ ___ 2 Can imitate the hand positions of the manual alphabet.
___ ___ ___ 3. Fingerspells a few three or four-letter words with situational cue present (labeling).
___ ___ ___ 4 Fingerspells many short words with situational cues
___ ___ ___ 5. Has an extensive expressive labeling vocabulary.
___ ___ ___ 6. Fingerspells a few words without situational cues (requests objects or activities by fingerspelling).
___ ___ ___ 7. Answers questions.
___ ___ ___ 8 Fingerspells short phrases.
___ ___ ___ 9 Asks questions
___ ___ ___ 10. Fingerspells full sentences: has good conversational fingerspelling (tactile use only).

VERBAL LANGUAGE

Reception

___ ___ ___ 1 Does not respond to verbal input.
___ ___ ___ 2 Quiets to familiar voice
___ ___ ___ 3 Attends to voice: Changes activity or turns around - scans.
___ ___ ___ 4. Responds to tone of voice. Example, stops to "no", or smiles to pleasurable voice.
___ ___ ___ 5. Begins to attend to a few familiar words: (via tone-gesture-word-situation, i.e his name bye bye. Daddy, etc)
___ ___ ___ 6. Follows simple spoken commands with gestures.
___ ___ ___ 7. Follows learned simple spoken commands with clues in a familiar situation without gestures.
___ ___ ___ 8. Understands a few words by appropriate response without gestures.
___ ___ ___ 9 Pointing to objects, parts of the face etc., when told.
___ ___ ___ 10. Understands simple questions.
___ ___ ___ 11. Understands directions, i.e. "Put it on the table"
___ ___ ___ 12. Understands big and little, colorwords.
___ ___ ___ 13 Understands in, behind in front of etc.
___ ___ ___ 14. Can label objects by verbal description.

Expression

___ ___ ___ 1 Child does not vocalize.
___ ___ ___ 2 Randomly vocalizes, with not, preferred patterns or rhythms
___ ___ ___ 3. Vocalizes in a repetitive fashion, playing with and imitating own sounds.
___ ___ ___ 4. Babbles in imitation of environmental sounds, such as voice, inflection rhythm, or pitch
___ ___ ___ 5 Imitation: echoes a few words - poor articulation.
___ ___ ___ 6. First real words: reduplicated syllables (e.g. mama, dada).
___ ___ ___ 7. Uses jargon: 2-6 words (may omit beginning and end of words or change consonants).
___ ___ ___ 8. One word sentence idea
___ ___ ___ 9 Naming things and actions occasionally
___ ___ ___ 10 Uses two intelligible words and jargon in sentence idea
___ ___ ___ 11. Combines two word phrases proper articulation.
___ ___ ___ 12. Creates new words and attaches to something.
___ ___ ___ 13 Echoic responses: repeats words over and over
___ ___ ___ 14 Uses common phrases.
___ ___ ___ 15 Combines three words into sentences
___ ___ ___ 16 Talks about his actions; tells physical needs
___ ___ ___ 17 Refers to self by name.
___ ___ ___ 18. Uses prepositions and pronouns.
___ ___ ___ 19 Simple sentences predominate (3-4 words)
___ ___ ___ 20. Uses verbs and adjectives correctly in a sentence
___ ___ ___ 21 Uses plurals and past tenses correctly
___ ___ ___ 22 Uses sentences correctly in conversation.
___ ___ ___ 23 Simple sentences decline in occurrence; complex sentences are used.

Speech Preparation

___ ___ ___ 1 Blowing
___ ___ ___ 2. Sucking
___ ___ ___ 3 Chewing solid foods.
___ ___ ___ 4. Imitation: Gross motor acitivity (Parts II A and B).
___ ___ ___ 5. Imitation: Fine motor activities, mouth and tongue position.
___ ___ ___ 6 Accepts hands placed on speaker's face
___ ___ ___ 7 Voluntarily places hands on speaker's face.
___ ___ ___ 8 Beginning imitation of speech sounds
___ ___ ___ 9 Imitation of simple speech sounds (p.b m etc.).
___ ___ ___ 10. Refer to preferred speech training techniques and methods.

PICTORIAL COMMUNICATION

Reception

___ ___ ___ 1 Has no conception of pictorial representation
___ ___ ___ 2 Has concept of pictorial representation of object corresponding to the real object.

PICTORIAL COMMUNICATION (Con't)

Reception (Con't)

___ ___ ___ 3. Has concept of pictorial body parts corresponding to his own body
___ ___ ___ 4 Has concept of pictorial body parts corresponding to those other than himself
___ ___ ___ 5 Child responds to a drawn picture of an object representing an activity by behaving appropriately.
___ ___ ___ 6. Teacher draws picture of a familiar situation which child is anticipating, child responds by behaving appropriately
___ ___ ___ 7. Teacher draws descriptive detailed picture of a familiar situation, child responds appropriately
___ ___ ___ 8. Teacher draws three situation pictures in sequence to communicate an activity or experience Child responds to sequence pictures by acting out the situation in sequence

Expression

___ ___ ___ 1 Does not draw a picture
___ ___ ___ 2 Draws simple pictures for the sake of drawing, and not to communicate.
___ ___ ___ 3. Child refers to previously drawn picture to express an idea
___ ___ ___ 4 Draws simple pictures (objects or body positions) for communication.
___ ___ ___ 5. Draws a situation picture for the sake of drawing, not for communication purposes.
___ ___ ___ 6 Draws a situation picture for communication
___ ___ ___ 7 Draws or arranges sequence pictures in proper order

WRITTEN COMMUNICATION

Reception (Reading)

___ ___ ___ 1. Presently on pre-reading level.
___ ___ ___ 2 Matches words to words by their configuration only, or by cueing in on key initial or final letters: is not yet aware of the word's meanings
___ ___ ___ 3 Can match whole words to objects by their configuration or key letters only.
___ ___ ___ 4. Beginning awareness that the printed word has meaning: can label objects in the enviorment etc: beginning sight-recognition of familiar words
___ ___ ___ 5 Recognizes words by their letter components: can discriminate between similar words.
___ ___ ___ 6. Labels pictures of either objects or activities.
___ ___ ___ 7. Matches phrases to the pictures they describe
___ ___ ___ 8 Has an extensive reading vocabulary: can extract correct meaning from full sentences.

WRITTEN COMMUNICATION (Con't)

Reception (Reading) (Con't)

___ ___ ___ 9 Can translate receptive reading into expressive communication. i e can speak or sign as he reads.

___ ___ ___ 10 Can explain the meaning of what he has read to another person.

Expression (Writing)

___ ___ ___ 1. Is presently in a pre-writing skill level.

___ ___ ___ 2 Imitates the letters of the alphabet (printed or script).

___ ___ ___ 3. Matches the written symbols for the alphabet to the spoken or fingerspelled symbols

___ ___ ___ 4. Imitates the writing of the whole words.

___ ___ ___ 5. Aware that the written words have meaning: can match a few of this written words to objects or activities

___ ___ ___ 6. Writes words when shown picture of object

___ ___ ___ 7 Is aware that he can communicate his wants or needs through writing: will write word for object or activity that he wants.

___ ___ ___ 8 Writes descriptive phrases (e g. blue ball. Johnny bad).

___ ___ ___ 9 Writes in full sentences with approximations of grammatical correctiness.

___ ___ ___ 10 Has sophisticated writing skills.

INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS

V. COGNITION

Name: ______________________ Date: ______________________

Birthdate: ______________________ Date: ______________________

Observer: ______________________ Date: ______________________

Directions:

1. Use different colored pens for pre, interim and post assessment.
2. Evaluate only those items relative to the child.
3. Charting spaces may be used either as pre, interim or post assessment or as + / - columns.
4. Write notes beside items for more definitive behavioral or circumstantial descriptions.

+ Behavior developed

/ Behavior transitional

- Behavior not present

• Critical behavior

SCALE I: THE DEVELOPMENT OF VISUAL PURSUIT AND THE PERMANENCE OF OBJECTS*

* Refer to: Uzgiris, I.C., and Hunt, J.McV., 1975. Assessment in Infancy: Ordinal Scales of Psychological Development. Urbana: University of Illinois Press.

Following a Slowly Moving Object through a 180° Arc (3-4)

___ ___ ___ 1. Does not follow object
___ ___ ___ 2. Follows jerkily through part of arc
___ ___ ___ 3. Follows smoothly through part of arc
• ___ ___ ___ 4. Follows object smoothly through complete arc

Noticing the Disappearance of a Slowly Moving Object (3-4)

___ ___ ___ 1. Does not follow to point of disappearance
___ ___ ___ 2. Loses interest as soon as object disappears
• ___ ___ ___ 3. Lingers with glance on point of disappearance
• ___ ___ ___ 4. Returns glance to starting point after several presentations
___ ___ ___ 5. Searches around point of disappearance

Finding an Object Which Is Partially Covered (3)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Reacts to the loss, but does not obtain object
• ___ ___ ___ 3. Obtains the object

SCALE I (Cont)

Finding an Object Which is Completely Covered (3)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Reacts to loss, but does not obtain object
___ ___ ___ 3. Pulls screen, but not enough to obtain object
• ___ ___ ___ 4. Pulls screen off and obtains object

Finding an Object Completely Covered in Two Places (2)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Searches for object where it was previously found
___ ___ ___ 3. Searches for object where it is last hidden

Finding an Object Completely Covered in Two Places Alternately (3-5)

___ ___ ___ 1. Becomes perplexed and loses interest
___ ___ ___ 2. Searches haphazardly under one or both screens
• ___ ___ ___ 3. Searches correctly under each of the screens

Finding an Object Completely Covered in Three Places (5-7)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Searches haphazardly under some or all screens
• ___ ___ ___ 3. Searches directly under correct screen

Finding an Object after Successive Visible Displacements (3-5)

___ ___ ___ 1. Does not follow successive hidings
___ ___ ___ 2. Searches only under the first screen
___ ___ ___ 3. Searches under screen where object was previously found
___ ___ ___ 4. Searches haphazardly under all screens
___ ___ ___ 5. Searches in order of hiding
___ ___ ___ 6. Searches directly under the last screen in path

Finding an Object under Three Superimposed Screens (2-3)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Lifts one or two screens, but fails to find object
• ___ ___ ___ 3. Removes all screens and obtains object

Finding an Object Following One Invisible Displacement (3)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Reacts to loss, does not search
___ ___ ___ 3. Searches only in the box
• ___ ___ ___ 4. Checks the box and searches under the screen
• ___ ___ ___ 5. Searches under screen directly

SCALE I (Con't)

Finding an Object Following One Invisible Displacement with Two Screens (2)

___ ___ ___ 1. Searches only in box
___ ___ ___ 2. Searches under screen where object was previously found
• ___ ___ ___ 3. Searches directly under correct screen

Finding an Object Following One Invisible Displacement with Two Screens Alternated (3)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Searches haphazardly under screens
• ___ ___ ___ 3. Searches directly under correct screen

Finding an Object Following One Invisible Displacement with Three Screens (5-7)

___ ___ ___ 1. Loses interest
___ ___ ___ 2. Searches haphazardly under all screens
• ___ ___ ___ 3. Searches directly under correct screen

Finding an Object Following a Series of Invisible Displacement (4-6)

___ ___ ___ 1. Searches only in E's hand
___ ___ ___ 2. Searches only under first one or two screens in the path
• ___ ___ ___ 3. Searches under all screens in the path in the order of hiding
• ___ ___ ___ 4. Searches directly under the last screen in the path

Finding Object Following a Series of Invisible Displacements by Searching in Reverse of the Order of Hiding (2)

___ ___ ___ 1. Searches only under last screen
___ ___ ___ 2. Searches haphazardly under all screens
• ___ ___ ___ 3. Searches systematically from the last screen back to the first

SCALE II: THE DEVELOPMENT OF MEANS FOR OBTAINING DESIRED ENVIRONMENTAL EVENTS*

* Refer to: Uzgiris, I.C., and Hunt, J. McV., 1975. Assessment in Infancy: Ordinal Scales of Psychological Development. Urbana: University of Illinois Press.

Appearance of Hand-Watching Behavior (1)

___ ___ ___ 1. Hand-watching is not observed
• ___ ___ ___ 2. Hand-watching is observed

Achievement of Visually Directed Grasping (3)

___ ___ ___ 1. Reaches for, but does not grasp object
• ___ ___ ___ 2. Grasps object when both hand and object in view
• ___ ___ ___ 3. Grasps object by bringing hand up to object
___ ___ ___ 4. Grasps object by shaping hand in anticipation of contact with object

SCALE II (Con't)

Repetition of Actions Producing an Interesting Spectacle (2)

___ ___ ___ 1. Shows interest
___ ___ ___ 2. Intensifies arm movements and activates occasionally
• ___ ___ ___ 3. Repeats arm movements systematically and keeps toy active consistently
___ ___ ___ 4. Only tries to grasp object

Letting Go of an Object in Order to Reach for Another (3)

___ ___ ___ 1. Reaches for third object while holding the others
___ ___ ___ 2. Reaches for third object with filled hands and drops one in the process of reaching
• ___ ___ ___ 3. Drops one of the objects prior to reaching for third

Use of Locomotion as Means (2)

___ ___ ___ 1. No attempt to retrieve object, continues play
___ ___ ___ 2. Indicates desire for object, but does not try to retrieve it
• ___ ___ ___ 3. Moves to regain the object and resumes play using it

Use of the Relationship of Support (2)

___ ___ ___ 1. Reaches for object on the support
___ ___ ___ 2. Tries to get object by climbing
___ ___ ___ 3. Appeals to another person to get the object
• ___ ___ ___ 4. Pulls the support after demonstration
• ___ ___ ___ 5. Pulls support without demonstration

Understanding of the Relationship of Support (1-2)

___ ___ ___ 1. Pulls support expecting to obtain object
___ ___ ___ 2. Pulls support, but reaches for object at same time
• ___ ___ ___ 3. Does not pull the support without the object on it

Use of String Horizontally (2)

___ ___ ___ 1. Reaches for the object, ignoring string
___ ___ ___ 2. Manipulates the string, but does not pull it enough to get object
• ___ ___ ___ 3. Pulls string and gets object after demonstration
• ___ ___ ___ 4. Pulls string and gets object without demonstration

Use of String Vertically (2-3)

___ ___ ___ 1. Indicates desire for object, ignoring the string
___ ___ ___ 2. Drops string to floor and becomes unhappy
___ ___ ___ 3. Plays with the string itself
___ ___ ___ 4. Pulls the string, but not sufficiently to get the object
• ___ ___ ___ 5. Pulls string and obtains object after demonstration
• ___ ___ ___ 6. Pulls string and obtines object without demonstration

SCALE II (Con't)

Use of Stick as Means (2)

___ ___ ___ 1. Plays only with stick
___ ___ ___ 2. Reaches for object, disregarding stick
___ ___ ___ 3. Plays with stick and object, does not get object closer
• ___ ___ ___ 4. Uses stick to get object after demonstration
• ___ ___ ___ 5. Uses stick to get object without demonstration

Foresight in the Problem of the Necklace and the Container (2-3)

___ ___ ___ 1. Does not try to put necklace into container
___ ___ ___ 2. Attempts to put necklace in, but fails repeatedly
___ ___ ___ 3. Succeeds in putting necklace in after several unsuccessful attempts
___ ___ ___ 4. Invents a method which is successful after a failure
___ ___ ___ 5. Adopts a method which is successful from the first

Foresight in the Problem of the Solid Ring (2-3)

___ ___ ___ 1. Does not stack rings
___ ___ ___ 2. Uses force in trying to stack solid ring repeatedly
___ ___ ___ 3. Attempts to stack solid ring once and avoids it subsequently
• ___ ___ ___ 4. Sets aside the solid ring without attempting to stack it

SCALE III: THE DEVELOPMENT OF OPERATIONAL CAUSALITY *

* Refer to: Uzgiris, I.C., and Hunt, J. McV., 1975. Assessment in Infancy: Ordinal Scales of Psychological Development. Urbana: University of Illinois Press.

Appearance of Hand-Watching Behavior (1)

___ ___ ___ 1. Hand-watching is not observed
• ___ ___ ___ 2. Hand-watching is observed

Repetition of Actions Producing an Interesting Spectacle (2-3)

___ ___ ___ 1. Shows interest in object
___ ___ ___ 2. Intensifies arm movements and activates occasionally
• ___ ___ ___ 3. Repeats arm movements systematically and keeps object active consistently
___ ___ ___ 4. Only tries to grasp object

Use of Specific Action as "Procedure" (1-2)

___ ___ ___ 1. Shows interest only during spectacle
___ ___ ___ 2. Shows excitement, but no dominant act during pauses
___ ___ ___ 3. A dominant act during pauses suggests a "procedure"
___ ___ ___ 4. Reaches for object only

SCALE III (Con't)

Behavior in a Familiar Game Situation (2-3)

___ ___ ___ 1. Shows no interest
___ ___ ___ 2. Remains passive during pauses
___ ___ ___ 3. A dominant act during pauses suggests a "procedure"
___ ___ ___ 4. Performs part of the act during pauses
___ ___ ___ 5. Touches E and waits during pauses

Behavior to a Spectacle Created by an Agent (1-2)

___ ___ ___ 1. Shows interest only during spectacle
___ ___ ___ 2. Shows excitement, but no dominant act during pauses
• ___ ___ ___ 3. A dominant act during pauses suggests a "procedure"
• ___ ___ ___ 4. Touches E and waits during pauses
___ ___ ___ 5. Attempts to imitate E

Behavior to a Spectacle Created by an Agent Acting on an Object (2-3)

___ ___ ___ 1. Shows interest only during spectacle
___ ___ ___ 2. A dominant act during pauses suggests a "procedure"
• ___ ___ ___ 3. Touches E or the object and waits
• ___ ___ ___ 4. Gives object back to E
___ ___ ___ 5. Attempts to activate object

Behavior to a Spectacle Created by a Mechanical Agent (1-2)

___ ___ ___ 1. Plays with object only
___ ___ ___ 2. Makes object perform its activity manually
___ ___ ___ 3. Touches E or object and waits
• ___ ___ ___ 4. Gives object back to E
• ___ ___ ___ 5. Attempts to activate object mechanically after demonstration
• ___ ___ ___ 6. Attempts to discover a way to activate object mechanically before demonstration

Development of Piagetian Schemas During the Sensorimotor Period: Application to Children's Toys for the Severely Handicapped

Experimental Edition, 1976

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Statement: There is value to a Piagetian approach to the assessment of severely handicapped children. One can map Piaget's theoretical framework onto the child's responses to any desired toy or object instead of relying upon the hopefully motivating objects of formal assessment tools.

Materials required: Tupperware Shape-O, Cup, Napkins, Tissue

	Schema	Elicited Action	Schema Description	Development of Cognitive Invariance
1.	Reflexive grasping (0:1)	Reflexive closing when object is placed in hand.	Exercise of reflexes	During the Reflexive Stage the child looks for the sake of looking and grasps for the sake of grasping. Innate reflexive activities remain independent of each other. The need to function is primarily the need to repeat inborn behavior patterns. For example, the infant follows moving objects, but loses them prior to disappearance. In this stage his eye movements are jerky and there is peripheral following after an object, i.e., there is a lag between the following responses of the eye to the moving object until the image falls on the peripheral region of the retina; whereby, the infant responds with rapid recentralizing of the object. The
2.	Incipient following (0:2)	Peripheral following of object with jerky eye movements.	Needs to repeat inborn behavioral patterns.	

	Scheme	Elicited Action	Scheme Description	Development of Cognitive Invariance
				Infant does not distinguish between action and object. Thus, he has no knowledge of objects except while he acts upon them.
3.	Differential sucking (0:2)	Differential sucking of nipple vs. sucking of fingers. Sucks thumbs systematically.	Applies one schema to different situations with differential recognition of nipple and finger.	The Primary Circular Reaction stage is characterized by the fading of the complete isolation of the behavior patterns and the coordination among ready made schemata. The infant no longer sucks, regards or grasps merely by chance contact. He has learned by chance that these actions have led to certain results and perceiving these results cause him to repeat the action.
4.	Looking (0:3) and Following (0:3)	Regards static objects momentarily and glances at object placed in hand and follows moving object across table with head and eye movement.	Actively attempts to look at objects and to track slowly moving objects with smooth accommodation.	
5.	Smiling (0:3)	Recognition of familiar objects (faces and voices) in familiar situation.	Functional use of hearing and vision give rise to recognition of familiar elements.	The child begins to activate his arms and swipe at things he sees and begins to glance at the things he holds. Once grasping and looking become coordinated, then objects have the properties of both "graspability" and "visibility". Since these qualities belong to the objects, rather than to the action, objects begin to have some measure of existence. (Smiling is a good indicator of recognitory assimilation).
6.	Grasping (tactually directed) (0:4)	Grasps object on contact but does not open hand in anticipation. Plays with hands at midline.	Coordination of ready-made schemes to form motor habits.	
7.	Regarding (0:4)	Alternates visual regard from hand to object. Looks at hand for fallen object/does not visually follow dropped object.	No anticipation of future position of dropped object.	

	Schema	Elicited Action	Schema Description	Development of Cognitive Invariance
8.	Patting/ Striking (0:4)	Pats of strikes with hands (more interested in action than objects itself).	Begins systematic use of object in the exercise of schemas OR	The Secondary Circular Reaction Stage is characterized by the child's growing interest and responses to the external environment. While grasping an object the child accidently discovers that his action may produce a particular effect. He now repeats the procedure which will make the new event occur again. Each new action (i.e., striking, shaking, banging) causes a new spectacle, increasing the child's awareness of the differences between his action and the results of his actions (but not objective causality). The Self is still seen as the cause of all events. The child is capable of exploiting a partially hidden object (index) to look for the disappeared object; he seeks objects which have been dropped and pushes aside objects that hinder his view if a portion of object is visible.
9.	Prehending (0:5)	Reaches persistently with two handed approach; grasp objects near hand or on contact retains one block, regards second.	manipulation of surrounding objects. Visually directed prehension of objects.	
10.	Shaking/ banging (0:5)	Shakes in play; enjoys sight and sound; bangs blocks on table.	Differentiates schemas because of experience with objects. Interest is in the external results of the action.	
11.	Twisting and Examining (0:6)	Rotates wrist (ulnar-palmar grasp) while visually inspecting block (turns, feels, touches).	Shifts attention from exercise of schemas to investigating other properties of the object.	
12.	Dropping (0:6)	Pursues dropped block; hand out of visual field to grasp object; resecures dropped block.	Anticipates future position of falling block.	
13.	Seeking (0:7)	Visually tracks moving object and continues to pursue vanquished object when it disappears.	Anticipates position of the lost object in a new position. Usually searches around point of disappearance.	
14.	Reaching (partially hidden) (0:7)	Finds partially hidden block (cover partially with napkin).	Object acquires permanence irrespective of position.	

	Schema	Elicited Action	Schema Description	Development of Cognitive Invariance
15.	Transferring (0:7)	Passes object hand to hand. Holds one block and grasps another, transferring object.	Selective application of schemes to maintain interest.	
16.	Searching (0:8)	Obtains objects from behind barrier. Uncovers a completely hidden block (cover blocks with napkin).	Demonstrates knowledge that objects continue to exist at first point of disappearance.	In the stage of Coordination of Secondary Schemata the child no longer repeats an action to reproduce an effect discovered by chance. He now "purposefully" applies his existing schemes or patterns to new situations. He combines two previously learned schemes to pursue ends not immediately attainable. For example, he will push aside, knock down or go around an obstacle in order to grasp an object. Secondary schemata has been coordinated into action systems wherein, one schema serves as ends (grasping) and the other serves as the means (pushing, knocking). The child no longer merely repeats schemata, but subsumes a series of schemata which serve as a means under one schema which serves as the end. At this stage the important notions are that the behavior is intentional. The infant has a goal in mind. If an obstacle arises that prevents him from attainment of the goal, the means employed are derived from known schemes which are different from that used in case of the goals or ends. This coordination of familiar actions helps solve new problems.
17.	Casting (0:9)	Throws forms and reaches bilaterally at midline. Will pull string for retrieval of attached.	Acquires new schemas as a result of coordinating behaviors.	
18.	Poking (0:9)	Holds ball bilaterally; pokes holes with forefinger. May intentionally seek adult help (means - end).	Differentiation of play and adaptation, but child turns adaptation into play ritual (i.e., nose blowing).	
19.	Putting (0:9)	Blocks pushed against container (proximity); cannot place blocks inside and Puts block in cup in imitation.	Uses new means to solve problems; acts become intentional.	
20.	Placing (0:10)	Places small block in ball on command (no release).	Combines previously learned schemas.	

Schema	Elicited Action	Schema Description	Development of Cognitive Invariance
21. Removing (0:11)	Removes blocks from ball and places in cup with no release and Unwraps blocks from paper tissue.	Intentional behavior. Means derived from known schemes. Index provides support for attending behavior.	Once perceptual constancy of size and shape and the beginnings of object permanence become established, the child searches for objects which he sees disappear. He also becomes aware that other things are the source of actions (causality).
22. Experimenting (1:0)	Experiments with blocks Pats and pushes ball. Mature grasp.	Experimenting to find new means.	In the Tertiary Circular Reactions stage, instead of relying only on known schemes in order to achieve a goal, the child will modify his actions and thus discover new schemata for achieving. The child is now capable of solving new problems even if he has no known scheme immediately available to cope with them.
23. Releasing (1:1)	Releases blocks in container and places round form.	Shows recognition of relationship between object in space.	
24. Showing (1:2)	Show ball to adult - may not want adult to take ball.	Beginning shared interaction.	
25. Grasping and Releasing (1:3)	Places six objects in and out of container (can walk and carry ball).	Active experimentation with objects within space.	When the child encounters an unfamiliar situation, he no longer continually repeats his repetoire of known schemes, but explores possible variations which he has not yet perceived. He cannot yet anticipate the results of his modified actions.
26. Gesturing (1:4)	Gestures wants or movements (i.e., to pull ball apart) - may imitate movement through motor - encoding.	Recognizes another person as a causal agent or means to end.	The child's awareness of unperceived objects extends to taking account of changes of positions he sees. If the object disappears successively in a number of places, the child will no longer look for the object in the place where he had been previously successful in discovering it. If he

Scheme	Elicited Action	Scheme Description	Development of Cognitive Invariance
			retrieves an object from cover A, then sees it hidden under cover B, he now goes directly to B. Finding the object is no longer contingent on the child's past success, but now has acquired a permanence of its own. However, if the object were hidden under several layers, the child would not attempt to uncover all of them. The reason for his failure is that when invisible movements of objects are involved, the infant must infer relationship of position, and he is not yet capable of inference.
27. Inserting (1:6)	May insert blocks into cut-out after trail and error.	Beginnings of representational shape constancy.	At the stage, characterized by the Internalization of Sensorimotor Schemata, the child discovers solutions to problems without overt trial and error behavior. He begins to represent the external world mentally in images, memories and symbols which he can combine without further action.
28. Naming (1:6)	Spontaneously names object desired.	Ball represented in symbolic system.	
29. Following directions (1:9)	Follows thru directions with ball and Pulls cushion to get ball closer.	Knows: "get ball," "give to Mommy," "put on table" and Discover new means.	The child on the basis of internalized knowledge gained through experience foresees which behavior will work. This implies the beginnings of thought. The child is making the transition from physical to mental operations and can represent actions in a symbolic way.

	Scheme	Elicited Action	Schema Description	Development of Cognitive Invariance
30.	Finding (2:0)	Finds blocksafter a series of 3 displacements. Thinks through problem to find a solution.	Objects are permanent entities, independent of one's own activity.	The child now has a mental representation of a hidden object so now persists in his search under several successive layers of covers. He has thus achieved a concept of permanent object which exists independently of his activities.
31.	Stacking (2:0)	Attempts to tower blocks or align two blocks and pushes after demonstration or tried to nest blocks by trial and error.	Experimenting to find new spatial relationships. and Varying actions to produce new and interesting results.	Whereas, before the child could only find objects hidden in a series of places so long as he could see where it was hidden, now he can find an object hidden in the hand prior to being deposited under a cloth.
32.	Inventing	Uses a stick to retrieve ball if position is too far away.	Invention of new means through mental combinations.	

SUMMARY

During the sensorimotor period the child:

1. Develops object permanence and shape constancy;
2. Recognizes himself and others as causal agents;
3. Thinks through actions, and problem solves;
4. Learns to perceive and identify objects;
5. Practices: schemas to manipulate objects;
6. Demonstrates mean-end activity achieved through representational thought.